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A STUDY OF EXECUTIVE FUNCTIONS OF SCHOOL DISTRICT
SUPERINTENDENTS AND SECRETARY-TREASURERS AND
THEIR RELATIONSHIP TO THE ORGANIZATIONAL
STRUCTURE OF THE SCHOOL DISTRICT

by



ROBERT JAMES McCUBBIN

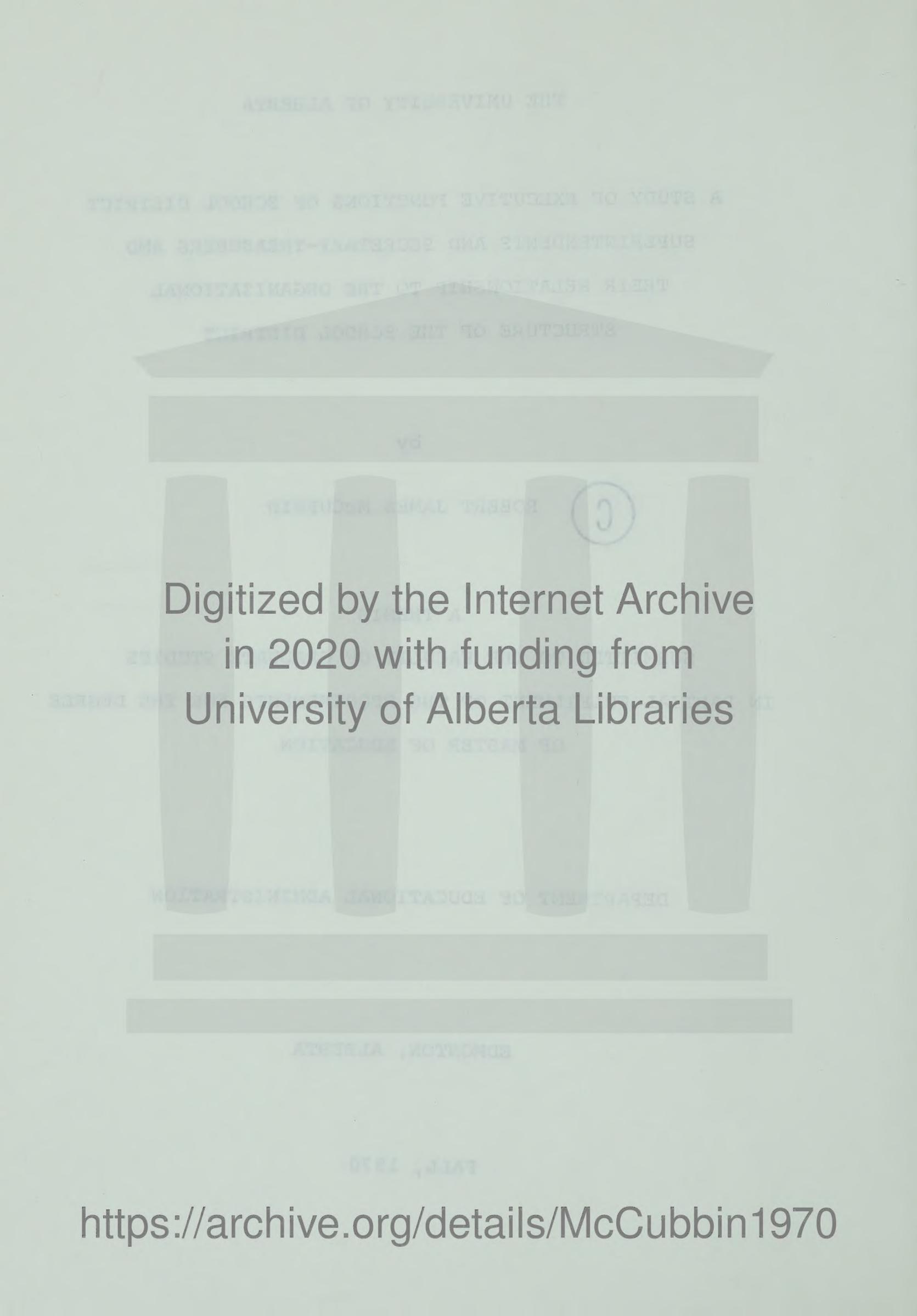
A THESIS

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INTRODUCTION

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Study of Executive Functions of School District Superintendents and Secretary-Treasurers and Their Relationship to the Organizational Structure of the School District," submitted by Robert James McCubbin in partial fulfilment of the requirements for the degree of Master of Education.

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ABSTRACT

This study was designed to determine the *de facto* and normative performance of school district superintendents and secretary-treasurers as seen by themselves on 44 tasks in seven administrative task areas. A five point scale indicating the degree of performance was presented for each task.

The respondent superintendents and secretaries were asked to rank the seven administrative task areas on the *de facto* and the normative scales for their own position.

The total respondent group indicated by consensus that for tasks directly related to the instructional programme, pupils, or educational personnel, the superintendent acts and should act independently. The tasks related to education, finance school facilities, and non-teaching personnel were, in general, the duty of the secretary-treasurer. Public relations was viewed as an area of equal responsibility.

The rankings assigned to the seven administrative task areas by the superintendents and secretaries indicated strong agreement in areas clearly related to the educational process with some ambiguity in those task areas less directly related to education. Both subgroups of respondents agreed that their *de facto* responses were also what they would desire the situation to be. Differences in school district structure appeared to have little significance on the ranking scales.

The ranks assigned indicate some ambiguity in task areas not clearly related to the educational process.

No significant differences were found in the responses of secretaries or superintendents in the unitary form of administration when compared to the dual form of administrative organization. A number of tasks were identified where statistically significant intergroup and intragroup differences were located.

The following recommendations were made:

1. School district policy manuals should contain a clear definition of duties and a defined division of authority in dual systems.
2. The secretary-superintendent relationship should be constantly reviewed by the incumbent executives.
3. Both executive should undertake both theoretical and practical training in the areas of executive function assigned to each.
4. The demands now made on superintendents require that the whole province be composed of single district superintendencies, no matter how small the district.
5. An investigation should be made into the slow development of the unitary form of school district administration in British Columbia.

ACKNOWLEDGEMENTS

The writer is very grateful to the district superintendents and secretary-treasurers who indicated considerable interest in the completion of this study. Appreciation is also expressed that such a large percentage of both secretaries and superintendents took time from their extensive duties to answer so accurately the lengthy questionnaire.

It is also appreciated that the British Columbia Trustees Association, the Superintendents Association and the Secretary-Treasurers Association gave the necessary approval to the study. Special consideration must be made of the co-operation of the British Columbia School Trustees Association executives F.M. Reder and J.N. Burnett for their fine co-operation in writing on my behalf to all school boards.

During the progress of the study the utmost consideration was afforded by Dr. D.A. MacKay, my faculty advisor, who criticized and willingly aided the investigator in the work.

The writer wishes to express his sincere gratitude to his wife, Doreen, for her forbearance during his attendance at the University of Alberta.

Finally, an expression of appreciation must necessarily be extended to Mr. Harold D. Stafford, my district superintendent and chief executive officer, who gave continuous encouragement to me in the completion of this study.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

I. THE PROBLEM

Historical Background

The British North America Act places the responsibility for providing educational services in the hands of Provincial Legislatures. The Colony of British Columbia joined the Canadian Confederation in 1871 as the Province of British Columbia. The following year a Public Schools Act was passed initiating what was to become the present public school system. The administration of the school system grew rapidly as succeeding provincial legislatures established and expanded the local school district as the basic unit of school administration.

Prior to the amalgamation of school districts which occurred in the nineteen forties, there were 650 independent school districts in the Province.¹ Before amalgamation and reorganization of school districts was undertaken, three experimental units were established in order to demonstrate the effectiveness of the large school district.² Provincial authorities established a large rural school district,

¹Annual Report 1944-45 of the Public Schools of the Province of British Columbia, (Victoria: The Province of British Columbia, King's Printer, 1946), p. Y 14.

²Provincial Advisory Committee to the C.E.A.-Kellogg Project in Educational Leadership, School Organization in British Columbia, (Victoria: Department of Education, 1952 mimeographed, pp. 11-26

the Peace River Educational Area, in 1934; a district municipality-village-rural school district, the Matsqui-Sumas-Abbotsford Administrative Area, in 1935; and a city-rural school district, the Nanaimo-Ladysmith Administrative Unit, in 1942. After these three experimental units proved successful, the Cameron Report³ was implemented and the whole Province was organized into 74 larger school districts and 15 unattached school districts by legislation passed in 1946. At present there are 87 large school districts. These include many combinations of cities, villages, district municipalities, consolidated school districts, and previously unorganized territory. There are also four small rural unattached school districts remaining in isolated areas.⁴

Concomitant with the reorganization and growth of school districts in British Columbia there came the responsibility for providing educational services within each school district. Local boards of trustees were elected by the ratepayers in each small district. One of these members acted as chairman and another performed the duties of secretary-treasurer. In the simple setting which existed

³ Maxwell A. Cameron, Report of the Commission of Inquiry Into Educational Finance, (Victoria: The Province of British Columbia, King's Printer, 1945) pp. 4-108.

⁴ Annual Report 1964-65 of the Public Schools of the Province of British Columbia, (Victoria: The Province of British Columbia, Queen's Printer, 1966) pp. D 38-39.

before reorganization, the work of the secretary-treasurer was easily managed by one of the trustees. Most decisions concerning the curriculum, teacher competence, or other matters requiring educational expertness were generally left to the provincially employed civil servant, the Inspector of Schools, who was directly responsible to the Superintendent of Education for the Province.⁵ In this situation the inspector had numerous school districts to visit and many isolated schools to supervise. Little time was spent advising or consulting with the local boards of trustees, so he had little or no responsibility to them.

Following the implementation of the Cameron Report, and the subsequent centralization of educational services in the enlarged school districts, many inspectors were assigned to duty in one to four school districts. This re-organization also increased and complicated the administration problems within large school districts. A new position was subsequently recognized as a necessity and forthwith created; the salaried, full-time district secretary-treasurer. Some of his duties are stated in the *Public Schools Act*:

⁵ K.F. Alexander, "The Administration Organization of the British Columbia Public School System," The Role of the District Superintendent in Public School Administration in British Columbia, W.A. Plenderleith, editor (Toronto: Ryerson Press, 1961), p. 2.

The Board of every school district, after prior consultation with the Superintendent of Education, shall appoint a person as secretary-treasurer of the Board and fix his salary.

The secretary-treasurer of a Board shall familiarize himself and comply with the accounting and administrative procedures prescribed by the Department of Education and keep a record of the proceedings of the Board and perform such other duties as the Board may properly prescribe in relation to its corporate affairs; and such records, and all books, accounts, vouchers, and papers of the Board, shall at all times be subject to the inspection by the Minister or his designated representative and by the Comptroller-General of the Province and by the committee of the Council of any municipality or municipalities comprised in a school district appointed by resolution of such Council or Councils for that purpose. He shall also perform the special duties prescribed for a secretary-treasurer by this Act, and by any regulations, rules, or orders made hereunder, and may for the purpose of carrying out his powers or duties, administer oaths, and take and receive, within the school district, affidavits, declarations, and affirmations required to be taken by or under this act. ⁶

A number of duties are clearly defined in the above statement but Boards are given rather broad discretionary powers which permit them to delegate a wide range of executive duties to the secretary-treasurer who is, in fact, a locally-appointed executive officer. As such, the local authority may place a considerable degree of executive authority in his hands, especially in districts where the superintendent is not in full-time attendance.

⁶ Manual of the School Law and School Regulations, (Victoria: The Province of British Columbia, 1958), p. 33, 78.

Centralization also resulted in the Inspector of Schools becoming a key educational official in school districts. A greater degree of professional assistance was required in the large school districts. The Chief Inspector of Schools, in reporting upon the increased complexity of their work, enumerated the responsibilities of inspectors as consisting of five general areas: School and Classroom Visits, Evaluation, In-Service Training, School Board Duties, and Other Duties.⁷ The last two categories contained the greatest expansion of the inspector's work.

In addition to school district reorganization, the Cameron Report recommended significant changes in school district financing.⁸ These were largely adopted and consequently added considerably to the consultative and advisory duties of the inspector, especially in areas of school finance, school construction, public relations, and in Department-Board liaison. The result was that inspectors were assigned to fewer or to one large school district. Thus, the provincially-appointed school inspector became attached to a district board as the district education leader, a professional advisor to the Board, and as a liaison agent on behalf of the Department of Education.

⁷ Annual Report 1954-55 of the Public Schools of the Province of British Columbia, (Victoria: The Province of British Columbia, Queen's Printer, 1956), Section 51, sub-section 9, pp. EE 34 - EE 35.

⁸ Cameron, op. cit., pp. 4-108.

In recognition of this decentralization trend, the Provincial Legislature approved permissive legislation in 1955 making it possible for the local authority to appoint the inspector as an executive officer of the school district.⁹ In 1957 the title "Inspector of Schools" was changed to "District Superintendent" in further recognition of the degree of decentralization which had occurred for this position.¹⁰ By 1961 six school districts had adopted a unitary form of school district administration wherein the District Superintendent was designated as the Chief Executive Officer for the Board, responsible for executive action with respect to all school district policies.¹¹

The unitary system demands that the secretary-treasurer perform his executive duties under the direction of the superintendent. Appendices I (a) and I (b) set forth the duties of the superintendent and the secretary-treasurer in one of the districts which has adopted the unitary system of school district administration. At the

⁹ Manual of the School Law & School Regulations, (Victoria: The Province of British Columbia, 1955), Sec. 51, sub-sec. 9, 1968.

¹⁰ Annual Report 1957-58 of the Public Schools of the Province of British Columbia, (Victoria: The Province of British Columbia, Queen's Printer, 1958), p. W 5.

¹¹ Harold Dunlop Stafford, "Expectations of School Trustees for the Role of District Superintendent of Schools in British Columbia," (unpublished Master's thesis, The University of Alberta, Edmonton, 1964), p. 5.

time of this study eight superintendencies were unitary in form.¹² At present there are 54 provincial school superintendents appointed to the 87 school districts in the Province.¹³ Appendix J illustrates the distribution of superintendents over school districts in 1962 and in 1967. Data regarding the position of secretary-treasurer are also included as Appendix I.

Boards of School Trustees have indicated a desire to have greater control over the office of district superintendent in order that the incumbent can become more closely identified with local problems in education. The British Columbia School Trustees Association submitted proposals and recommendations to the Royal Commission on Education. Among them was a recommendation that would permit boards to have the same privilege and on the same basis as "presently enjoyed by School District #39 (Vancouver)" of choosing and appointing its own superintendent.¹⁴ All other school boards are required to select a superintendent from a number of alternatives presented to them by the Department of Education.

¹² From a letter obtained recently from the Chief Inspector of Schools, Province of British Columbia.

¹³ Annual Report 1966-67 of the Public Schools of the Province of British Columbia, (Victoria: The Province of British Columbia, Queen's Printer, 1968).

¹⁴ B.C.S.T.A. Brief to the Royal Commission on Education, The B. C. School Trustee, XV:1 (Vancouver: British Columbia School Trustees Association, 1959), p. 28.

The preceding historical outline of the growth and development of senior school district administrative positions illustrates of a trend towards the decentralization of the school superintendency in British Columbia. It is a general course which has been gradual but, according to available information, is continuing.

As the duties and functions of the superintendent are changing, so must those of his fellow administrator, the secretary-treasurer. The present stage in the transition of the superintendency to local control lends itself to the study now undertaken: an attempt to discover which school district administrative tasks are actually performed by the superintendent and the secretary-treasurer; how these administrators think they should be performed; and if there is a relationship between the form and type of district administrative structure and the extent of the differences in the performance of these tasks as perceived by each of these executives. It is possible that the changing position of the superintendent is a factor in the degree and extent of disagreement between the two incumbent administrators. In addition, two distinct forms of administrative structure are developing: the first in districts where unitary control is evident and another in districts where dual control of the executive function still exists; and the second, where the superintendency is increasingly being related to one district, rather than two or three districts.

II. STATEMENT OF THE PROBLEM

The Problem

The administration of large school districts in British Columbia requires that many executive functions be carried out by district superintendents and secretary-treasurers on behalf of the boards of school trustees. The development of the Provincial school system has resulted in a situation where the two executives are left largely on their own to work out an executive relationship. However, it should be apparent that conflicts could arise from overlapping areas of responsibility, from misunderstanding through lack of precise role definition, communication difficulties, or from personality differences. The incumbent executives could indicate the degree of their own actual participation in a task and simultaneously could indicate if they felt the *de facto* performance of each task was satisfactory by indicating the degree of participation they felt was correct on a normative scale.

In addition, the British Columbia system permitted these functions to be carried out within two distinct administrative organizations:

- (a) The secretary-treasurer and the district superintendent may perform administrative tasks in districts where a dual and equal form of executive responsibility exists.

(b) The superintendent acts as the chief executive officer of the local authority, and the secretary assumes an executive position which is subordinate to the superintendent to whom he is responsible. This is the traditional unitary form of organization.

Because these situations could obtain, it appears that clarification of the degree of actual and expected participation of each executive on a set of tasks common to both might result in more effective and efficient school district administration. Furthermore, an examination of the responses of executives in unitary districts with those in dual systems might bring forth important differences.

Accordingly, the purpose of this study was to obtain information from all superintendents and secretaries in British Columbia in an attempt to answer in part the following question:

Do superintendents and secretary-treasurers exhibit *de facto* agreement or disagreement and normative agreement or disagreement in their perceptions of executive function for administrative tasks and, if so, are these differences related to the dual or the unitary form of school district organization?

III. DEFINITION OF TERMS

1. Administrative Task Area

A descriptive term used to indicate a group of related duties or functions which might be performed by a district superintendent, secretary-treasurer, or both as a team.

2. Board of School Trustees, Board, or Local Authority

A corporate body of 5, 7, or 9 qualified persons elected according to the provisions of the *Public Schools Act* of British Columbia.

3. District Superintendent or Superintendent

A civil servant of the Department of Education. He is appointed to one or more school districts to provide educational leadership, to advise, or to act as a liaison officer between the Department and the Board. He is an executive officer and may be Chief Executive Officer at the Board's discretion.

4. Chief Executive Officer

A provincially employed district superintendent appointed by the local authority to be directly responsible to the Board for all executive or administrative actions according to the *Public Schools Act* and the policy of the local authority.

5. Secretary-Treasurer or Secretary

A school district executive appointed by the Board of School Trustees and wholly responsible to it for the performance of tasks related to the business of the school district according to the provisions of the *Public Schools Act*.

6. Task or Administrative Task

A specific duty within each of the administrative task areas.

7. De Facto Response

The indication by each respondent which designates his own degree of actual duty or responsibility for each administrative task.

8. Normative Response

The indication by each respondent which designates his opinion as to the degree to which he thinks he should participate on each administrative task.

9. Consensus

The convergence of responses, where necessary, within one of three directions of executive action. The greater the sum of the responses in one category of the scale of responses was in excess of 50 per cent of the total, the greater was the *degree of consensus*. Lack of consensus was inferred where 50 per cent or less of the responses converged within one of the three categories of executive action as indicated by the following definition.

10. The Independence-Cooperation Dichotomy

This was defined as the division of the five response alternatives in Part II of the questionnaire into three grouped categories to obtain a clearer indication of the respondents' desire to show cooperation of action or independence of action. To this end alternatives A - Independent action by the secretary, and B - Action by the secretary with assistance by the superintendent--were grouped where a 50 per cent consensus was not reached in either one category but where they are added exceed 50 per cent consensus indicating independent action by the Secretary.

Similarly Alternatives B, C, and D were grouped in tasks where a 50 per cent consensus was not reached in any of the three categories. Tasks where the B, C, D responses reached consensus when grouped were considered to indicate co-operative action by both school district executives. The grouping of the D and E alternatives to reach a 50 per cent consensus for independent superintendent was obtained in a similar manner.

IV. SUB-PROBLEMS

Statement Of The Sub-Problems

This investigation was concerned with a number of questions derived from the delimited problem. These are stated in terms of the following researchable sub-problems which this study will attempt to answer.

1. To identify administrative tasks where consensus exists as to the degree of task performance.
2. To determine the *de facto* role and the normative role of the superintendents as seen by themselves on the tasks provided.
3. To determine the *de facto* role and the normative role as seen by the secretary-treasurers for themselves on the tasks provided.
4. To identify administrative tasks where significant differences exist within the superintendent sub-group.
5. To identify administrative tasks where significant differences exist within the secretary-treasurer sub-group.
6. To compare the total response group to locate those tasks indicating consensus and those tasks indicating significant differences in the *de facto* and normative responses of the combined superintendent-secretary-treasurer group.

7. To identify those tasks where respondents from a unitary form of organization might significantly differ from those respondents from a dual system.
8. To determine the relative order of importance of the seven major administrative task areas, on both the *de facto* and the normative scales, as ranked by the superintendent and the secretary-treasurer sub-groups.

CHAPTER II

DESIGN AND PROCEDURES

I. DATA REQUIRED

The study required that the respondents complete a three-part questionnaire as is found in Appendix G. The instrument was distributed and collected from the respondents by mail. Identical questionnaires were sent to secretaries and to superintendents. A letter of explanation accompanied the questionnaire.

The Questionnaire

Part I: Identification Data. This part requested that secretary-treasurers and district superintendents classify themselves in the manner set forth in Tables I and II. They were to indicate their executive appointment as either district superintendent or secretary-treasurer and whether they acted as chief executive officer or executive officer of the board. In terms of their duties the respondents were requested to state whether all, some, or none of their duties were defined in school district policy. Responses were required also as to total service in present capacity and total service in this capacity with the present board. Finally, this part of the ques-

tionnaire required that the respondents indicate whether their duties extended over one, two, or three different school districts.

Part 2: Executive Functions Questionnaire. This part of the total instrument was designed to be used by all respondents who were asked to:

1. Indicate the extent of their own actual participation in each of 44 critical tasks in school district administration.
2. Indicate what they thought should be the extent of their own participation in each of the forty-four critical tasks.

The respondents were requested to select one degree of participation from a five point scale indicating the extent of participation in each task. The two required responses for each task were used to obtain a *de facto* and normative rating for each task from each respondent. The content of the instrument was designed to deal with executive tasks in seven general critical administrative task areas. The instrument was developed by Finlay for his study of board-superintendent relationships.¹ Finlay used three sources of information in deriving the seven task areas: the critical task areas developed by the Southern

¹John H. Finlay, "Expectations of School Boards for the Role of the Provincially Appointed Superintendent of Schools in Alberta." (unpublished Master's thesis, The University of Alberta, Edmonton, 1961).

States Co-operative Program in Educational Administration;² a rating scale of the superintendent's functions as developed by Gross, Mason, and McEachern;³ and a questionnaire prepared by a doctoral candidate, Laurence Ready, at the University of Alberta.⁴ Modifications in the questionnaire were made by Stafford⁵ and by Matson⁶ for their studies.

The procedures and content of the classification as developed by Finlay were examined carefully and minor changes in terminology were made to adjust the study for use in British Columbia.

The studies by Finlay and Stafford were restricted to the expectations of school boards for the role of the

² Ronald F. Campbell, and Russell R. Gregg (eds.), Administrative Behavior in Education. Sponsored by the N.C.P.E.A. (New York: Harper and Brothers, 1957), p. 205.

³ Neal Gross, Ward B. Mason, and Alexander W. McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role. (New York: John Wiley and Sons, Inc., 1958), p. 365.

⁴ Laurence Maxwell Ready, "The Preparation Needs of Superintendents in Large Administrative Units in Saskatchewan." (unpublished Doctoral thesis, The University of Alberta, Edmonton, 1961).

⁵ Harold Dunlop Stafford, "Expectations of School Trustees for the Role of the District Superintendent in British Columbia." (unpublished Master's thesis, The University of Alberta, Edmonton, 1964), pp. 13-14.

⁶ Orran LeRoy Matson, "Conflict in the Executive Function of the Administration of the Large School Units of Alberta." (unpublished Master's thesis, The University of Alberta, Edmonton, 1964), pp. 19-22.

superintendent. An examination of the classification which they developed led to its adoption for the present study. With minor adaptations their classification was useful in the study of the *de facto* and normative roles of the two school district executives which are the subjects of this study. The classification scheme, as developed by Matson, revised by Stafford and adapted for this study, is listed below:

A. Instructional Leadership:

1. Improving instruction through visiting classrooms and conferring with teachers.
2. Organizing teacher study groups, projects, and institutes aimed at improving the quality of instruction.
3. Evaluating the work of teachers and reporting to the board.
4. Encouraging teachers to improve their qualifications by attending summer school, attending night classes, etc.
5. Planning the program of instruction to be offered by the school, especially the high school level.

B. Selection and Management of Staff Personnel

1. Selecting and placing teachers.
2. Selecting and placing principals.
3. Engaging a new school district office executive.
4. Selecting and directing the work of professional assistants.
5. Employing non-professional staff (bus drivers, caretakers, etc.).

C. Pupil Personnel

1. Planning and organizing for beginning pupils (age of admission, testing, parent interviews, etc.).
2. Developing procedures for estimating how well pupils are doing in school.
3. Organizing pupil transportation services.
4. Planning for the provision of adequate recreational facilities.

5. Providing students with information on future job and educational opportunities.
6. Keeping pupil personnel records.
7. Providing for the safety of pupils.
8. Dealing with cases of suspension and expulsion.

D. Provision and Maintenance of School Facilities

1. Estimating the building needs of the district.
2. Selecting suitable sites.
3. Recommending architects to the board.
4. Making certain in preliminary planning that there is adequate provision of school facilities for educational needs.
5. Developing an efficient program of plan operation.
6. Developing an efficient program of maintenance.
7. Establishing procedures for storage, distribution, inventory, maintenance and care of supplies and equipment.
8. Formulating policy governing the use of school facilities by the public.
9. Administering the test-book rental plan.
10. Handling the requests of principals for materials and equipment.

E. School Finance

1. Budgeting for school operation.
2. Preparing specification for the purchase of supplies and equipment.
3. Keeping the board informed regarding teacher salary trends.
4. Participation in salary negotiations.
5. Making surveys with respect to equitable pay scales for other employees in the district.

F. Administrative Organization and Structure

1. Developing long range plans for the orderly growth and improvement of the school system.
2. Planning and organizing school centralization.
3. Planning the administrative organization of schools within each centralized unit of the district.
4. Organizing the local board and committees for participation in educational planning and activities.

G. Public Relations

1. Explaining to the public what we are trying to do in the schools.

2. Interpreting school board policy to the public.
3. Interpreting provincial acts and regulations to the board and public (grant regulations).
4. Give active support to worthy community efforts.
5. Maintaining good relations with the local press.⁷

The Part 2 questionnaire was composed of 44 items, one on each of the sub-tasks listed in the classification above. Each item was framed in the form of a statement and was randomly distributed throughout this section of the instrument. Modification of the original statements were made in order to conform to the terminology used in the British Columbia school system.⁸ The scales to be marked by the respondents were a revision of those used by Matson⁹ who investigated the executive conflict of superintendents and secretaries in Alberta.

For each item the respondents were asked to mark two scales. On a "W" scale the respondents were asked how the task represented in the item *would* be implemented in their districts, according to the five point key provided. On the "S" scale the respondents were requested to indicate how the task *should* be undertaken.

Each of the scales was composed of five possible positions labelled A to E. The accompanying key indicated

⁷ Finlay, op. cit., pp. 8-10, pp. 115-119.

⁸ Stafford, loc. cit.

⁹ Matson, loc. cit.

the meaning for each letter. The respondents were requested to make a response for each of the 44 items on the "W" or *de facto* scale and on the "S" or normative scale.

Part 3: Relative Importance of Administrative Functions. The respondents were requested to indicate in simple rank order the relative importance of the seven general task areas for their own position, as they perceived them to exist (*de facto*) and how they felt that they should be ranked (normative). This was indicated as Part 3 of the questionnaire.

Validation of the Questionnaire

Since the questionnaire content was similar to that used by Finlay and Stafford in their studies, it was assumed that validation was not required.

Distribution and Collection of the Questionnaire

The approval of the Deputy Minister of Education of British Columbia was obtained. In addition, permission to send the questionnaire was obtained from the B.C. School Trustees Association, the Superintendents' Association, and the Secretary-Treasurers' Association.

A letter, although unsolicited by the investigator, was sent to each Board of school trustees from the B.C. School Trustees Association recommending the participation of the district superintendent and the secretary-treasurer

in completing the questionnaire. Appendixes D and E are copies of this correspondence.

II. THE PILOT STUDY

The initial stage of this proposed research consisted of a pilot study which attempted to obtain an indication of internal consistency of the items for each of the task areas. This was done by way of personal interviews with three superintendents and one secretary-treasurer.

The purpose of the pilot study was twofold. First, it was hoped to determine whether the instrument was complete enough and lucid enough for the respondents to answer it without assistance. Second, it assisted in identifying items which did not discriminate adequately for the purposes of the study. These items were then discarded and other items or phrasing substituted. The revised items and phrases were checked with the assistance of the school district administrators above to ensure accuracy and clarity.

III. DATA SOURCES AND COLLECTION OF DATA

The Sample

All superintendents in the Province who were appointed by the Department of Education to one or more school districts were used in this sample. Secretary-

treasurers from all school districts with the exception of Vancouver were asked to reply to the questionnaire. Information using these criteria is available in the *Annual Report 1966-67 of the Public Schools of the Province of British Columbia.*¹⁰

Data Collection

Contact was made with the selected superintendents and secretaries as follows: Permission to contact the respondents and permission to conduct the study was obtained from the Deputy Minister of Education. In addition, letters of information were sent to the Chief Inspector of Schools, the Superintendents' Association, the School Secretaries' Association, and the British Columbia School Trustees Association.

A set of materials was mailed to each subject. This included: (1) a guide for the completion of the instruments used in the study, (2) a letter soliciting the co-operation of the respondents, (3) a copy of the Minister's approval letter, (4) a copy of the three part questionnaire, (5) a return-addressed envelope in which each respondent sealed his completed questionnaire, (6) a large, stamped return-addressed envelope.

¹⁰ *Annual Report of 1966-67 of the Public Schools of the Province of British Columbia*, (Victoria: The Province of British Columbia, Queen's Printer, 1967).

The questionnaires were coded before being sent out for the purposes of identifying the returns. This was deemed essential to the study due to the possibility that a number of returns would be mailed singly to the investigator. The respondents were given the assurance of complete anonymity during the data processing and after the completed study.

A thank-you card was sent to each respondent as his returns were received.

A reminder card was mailed three weeks later to those respondents who had not yet replied.

Of the 132 questionnaires sent out, 117 were returned in usable form--slightly less than 87 per cent in all. Of this number 45 were superintendents out of 52 requests or 84.61 per cent returns and 72 were secretary-treasurers out of a possible 80 requests for a 90 per cent return.

Appendix G is a copy of the questionnaire. Opposite each of the 44 tasks are the frequencies for each response and, immediately below, these are expressed in percentage form. The relative rankings for the seven administrative areas are shown.

IV. LIMITATIONS, ASSUMPTIONS, AND DELIMITATIONS

Limitations

The limitations for this study were as follows:

1. The seven administrative task areas and the 44 task items of the instrument did not purport to exhaust the criteria by which executive functions can be investigated.
2. This study was limited to the expressed opinions of the superintendents and secretary-treasurers as each perceived the *de facto* and normative behavior which constitutes his own position. No attempt was made to assess the influence of either executive upon the other, or of other agencies on the respondent group.
3. This study was limited to school districts wherein the superintendent and the secretary-treasurer have been working together for one year or more.
4. To exclude purposely those school districts where superintendents acted in the dual capacity of official trustee and district superintendent.
5. To exclude the superintendent of schools for School District No. 39 (Vancouver) who is not provincially appointed.

Assumptions

1. That the instrument used possessed a degree of reliability and validity suitable for the present study.

2. That the sample drawn was representative of the population from which it was extracted.
3. That the replies received from the respondents truly represented their own opinions.
4. That all respondents possessed the required knowledge to complete the questionnaire accurately.

Delimitations

This study was delimited to investigating the executive functions of:

1. All superintendents who are civil servants of the Provincial Department of Education selected to act as district superintendents by boards of school trustees within the Province of British Columbia.
2. All secretary-treasurers appointed by boards of school trustees according to the provisions of the *Public Schools Act* of the Province of British Columbia.

V. INSTRUMENTATION

Identification Data Questionnaire

This was Part 1 of the total instrument. It elicited information pertinent to the investigation and because of the straightforward content of the items, the face validity of this part of the instrument was taken to be satisfactory.

Executive Functions Questionnaire

The Part 2 portion of the instrument was an adaptation of the critical tasks questionnaire which was developed by Finlay for his study of the superintendency in Alberta.¹¹ Stafford replicated his study, using the same instrument after modifications for use in British Columbia.¹² During the same period, Matson adapted the 44 task items to take the form of Board motions which would require executive action by the superintendent or secretary. He developed a nine point scale of measurement on two dimensions, the *de facto* and the normative scales. With this instrument he conducted an exploratory study of the superintendent-secretary relationship in Alberta.¹³

The present study used the 44 tasks identical to those used by Finlay and Stafford, but developed a five point scale with *de facto* and normative scales for the responses. The instrument and scale is described fully in Appendix G.

All previous studies using this instrument agreed that the areas of Instructional Leadership and Pupil Personnel were of the greatest concern to the superintendent.

¹¹Finlay, loc. cit.

¹²Stafford, loc. cit.

¹³Matson, loc. cit.

The other five areas were not so highly related to the superintendency. The present study attempts to fit the secretary and his functions into the critical administrative tasks performed by the superintendent and secretary-treasurer.

The Relative Importance of Administrative Functions

Part 3 of the instrument consisted of the ranking by secretaries and superintendents of the seven critical task areas in order of importance for his position on the *de facto* and normative dimensions. This part of the questionnaire was developed by Finlay and used by Stafford. In the present study it proved to be valuable in distinguishing task areas related to educational expertness as well as to discern whether school district administrative structures are related to the rankings given by sub-groups of respondents from unitary and dual administrative systems. Ideally, an inverse relationship should occur in areas requiring educational expertness, as seen by the superintendent and secretary.

Finlay and Stafford both reported that the superintendent's executive function was clearly connected with Instructional Leadership, Selection and Management of Staff Personnel, and Pupil Personnel.¹⁴ The next three

¹⁴Finlay, op. cit., pp. 104-107.

task areas were ambiguously ranked by the respondents as being activities of the superintendent. These were Provision and Maintenance of School Facilities, Administrative Organization and Structure, and Public Relations. School Finance was considered an unimportant aspect of the superintendency.¹⁵ These findings have implications for the role of the secretary-treasurer.

¹⁵Stafford, op. cit., pp. 100-105.

CHAPTER III

RESULTS OF IDENTIFICATION DATA

Consolidation of Part 1 Data

The questionnaire answers for Part 1 were transferred directly to I.B.M. cards. Frequency tabulations were obtained for each of the 14 items and percentages were computed manually.

The 14 items of this part were consolidated into five sections and may be located in Appendix G of this study.

Statistical Analysis

The response to the total questionnaire is shown in Table I. The data obtained for Part 1 of the questionnaire are shown in Table II. The analysis was restricted to the use of non-parametric statistical tests. Chi square was computed for each of the inter-group and intra-group comparisons of the raw data for each item where the percentages of difference appeared to warrant the use of further tests. The .05 level was accepted as an indication of lack of agreement.

It was also possible to make a number of inferences from both the items of significant difference and in those where agreement occurred. Therefore, a discussion

or comment section is included in each of the five sections of this part.

This chapter concludes with a summary discussion of this part.

The Returns

Table I shows the number of questionnaires mailed and the number and per cent of usable returns. Eighty-eight per cent of the 132 questionnaires mailed were returned. Secretary-treasurers gave a percentage of returns slightly greater than the returns from superintendents.

TABLE I
NUMBER AND PER CENT OF USABLE RETURNS BY CLASS

Class of respondent	Number of questionnaires mailed	Number of usable returns	Per cent of usable returns
Superintendents	52	45	86.5
Secretary-Treasurers	80	72	90.0
Totals	132	117	88.6

Discussion

The percentage of responses from both sub-groups was high and the respondents used great care in completing the questionnaire. Many respondents included notes show-

TABLE II

NUMBERS OF RESPONDENTS IN GROUPS USED FOR COMPARISON

Categories of Respondents		Class of Respondents		
		District Superintendent	Secretary	Treasurer
I.	Executive Officer of Board Chief Executive Officer of Board Neither of the above	40 5 0	51 0 21	
	Totals	45	72 = 117	
II.	All duties defined in district policy Some of the duties defined in district policy None of the duties defined in district policy	5 34 6	11 44 17	
	Totals	45	72 = 117	
III.	Under 5 years service in present position Over 5 years service in present position	10 35	18 54	
	Totals	45	72 = 117	
IV.	Under 2 years service in present district Over 2 years service in present district	5 40	4 68	
	Totals	45	72 = 117	
V.	Full time duty in one district Part time duty in two districts Part time duty in three districts	22 18 5	72 0 0	
	Totals	45	72 = 117	
I. Executive Appointment		III. Service in Present Position		
II. Duties Defined in District Policy		IV. Service in Present District		
V. Extent of Duties				

I. Executive Appointment
II. Duties Defined in District Policy
III. Service in Present Position
IV. Service in Present District
V. Extent of Duties

ing interest in the study and some made quite extensive additional comments on the executive position they held. All the comments were read and the criticisms and recommendations noted.

Identification Data Overview

The respondents, in completing part of the questionnaire, were requested to classify themselves in the manner set forth in Table II. They were to indicate their executive position as either superintendent or secretary-treasurer. They also indicated whether their district appointment was as chief executive officer, executive officer, or neither of these; the extent to which their duties were defined in district policy; their length of service both in their present capacity and in the present district; and, finally, whether they served one, two, or three districts in their present position.

District Appointment

In no case was a secretary-treasurer designated as Chief Executive Officer of a Board. In 21 cases, comprising 29 per cent of the respondent sub-group, the secretary indicated that he was not an executive of the board of school trustees. A further examination of the questionnaires from these 21 secretary respondents further indicated that they held positions in all parts of the Province, in a wide variety of school district organizations.

The superintendent sub-group was 100 per cent in agreement that the superintendency was a district executive appointment. The stated district appointment of the respondent group indicated a clear-cut understanding by 100 per cent of the superintendent sub-group who replied that they were either the chief executive officer of the board or an executive officer of the board.

Discussion

In general, it might be stated that the superintendents were clear as to their executive function on behalf of a board of school trustees. The secretary sub-group, notwithstanding the fact that they are locally appointed, locally paid, and are completely oriented to function in one district, were in 100 per cent agreement that they were not the chief executive officer of the board. An important response for this item was the indication that a significant number of the 72 secretaries who responded, did not see themselves functioning as an executive officer of the board, despite authoritative statements to the contrary.

A past-president of the British Columbia School Superintendents Association has expressed a clear opinion on this as follows:

By the terms of the School Act the secretary-treasurer is an executive of the school board, and this is where confusion and conflict may develop. As a matter of fact, one of the recommen-

dations of the Chant Report (the Report of the Royal Commission on Education in British Columbia (1960) was that the (district) superintendent of schools be made the chief executive officer of a school board

According to data received from the Department of Education only eight school districts in British Columbia have given *de jure* recognition to the district superintendent of schools. Many other districts may give *de facto* recognition to the superintendent as the educational leader in the district, but, where a superintendent performs his duties in more than one district, either there should be a clear division of duties or a substitute decision-maker appointed who has clearly defined powers to act in the absence of the superintendent.

¹Statement by W. Lucas in interview, September 20, 1962.

The British Columbia Trustees have indicated that the present study is both interesting and worthwhile.²

Mr. Reder has also expressed the interest of the British Columbia School Trustees Association by stating:

Your subject is one which has occasioned a great deal of thought since 1946. As school districts continue to grow the question of overall district executive responsibility will assume even larger proportions. ³

Definition of Duties in District Policy

Another result of this section was that six superintendents or 13 per cent of this respondent sub-group stated that none of the superintendents' duties were defined in district policy while 17 secretaries, equalling 24 per cent, indicated that their district policy contained no definition of the duties to be performed by the secretary.

Discussion

These responses have implications for both the boards of school trustees and the incumbent executives to clarify and to place in a written form, at least the general areas of executive function for each of the dis-

² Letter from Mr. J.N. Burnett, Assistant General Secretary of British Columbia School Trustees Association to Boards of School Trustees in British Columbia. The letter is reprinted in Appendix D.

³ Letter from Mr. Reder, General Secretary of British Columbia School Trustees Association to the investigator. The letter is reprinted in Appendix E.

trict executives, rather than leave an intimate working relationship such as this to develop totally by trial and error.

Of the secretary sub-group, a significant per cent indicated that none of their duties were defined in district policy, while only five of the superintendents, or ten per cent, indicated that they had no district policy which defined their duties.

Although it is quite likely that the districts in which these executives function would operate and continue to operate well because the relationship between the superintendent and the secretary has evolved into an executive partnership with fewer points of possible disagreement or conflict, however, no matter how this relationship has developed, there is no guarantee that a smoothly operating interpersonal relationship is beneficial to the system inasmuch as each executive may be performing tasks for which he is ill-prepared or unqualified, and of little positive benefit to the total organization. An examination of this category of responses might provide further insights, insofar as district executive duties are explained in district policy. Such an investigation is beyond the scope of the present study.

It is worthwhile to note that while each school board is autonomous, there are a number of similar duties and functions performed by each secretary-treasurer and

superintendent in British Columbia. Nonetheless, some boards have not seen fit to clarify these executive functions, even in part, notwithstanding the fact that all of the secretary-treasurers and superintendents are district executives of the board, some with no apparent definition of duties. The possibility that the two incumbent district executives have evolved a frictionless relationship does not necessarily bode well for the objectives of the organization which they are entrusted to manage. Indeed it is conceivable to have very high espirit or rapport and very low organizational accomplishment. The ideal would be to have both to a great extent, and, no doubt, this occurs in some districts.

Service as Superintendent or Secretary

The data received concerning the service time of the executive sub-groups was also obtained with 35 respondents or 78 per cent of the superintendents replying that they had over five years of experience in their present position while 54 secretary-treasurers, or 75 per cent of this sub-group, indicated that they had served in that capacity for over five years.

Discussion

A further examination of these categories indicated that 17 superintendents, or 38 per cent of the superintendents, had over ten years experience while 38 secretary-

treasurers, or 53 per cent of the secretaries, had over ten years experience. This group had occupied the position when legislation changing the functions of the superintendents were in the position over 20 years and, therefore, were inspectors of schools during the changeover to large school districts. Of the secretary sub-group, 11, or 15 per cent, indicated that they had over 20 years experience in the position.

Service in Present District

Insofar as service to their present district was concerned, 40 of the superintendents, or 89 per cent, stated that they had over two years service in their present district. The secretary responses indicated that 68 secretaries, or 94 per cent, had over two years service in the present district.

Discussion

A further examination of this data directly from the questionnaires gave the following information: 28 respondents, or 62 per cent of the superintendents, were in service over five years in their present district while 54 individuals, or 76 per cent of the secretary-treasurers, had performed their duties for over five years in their present district. In general, the total respondent group appears to be an experienced group with adequate tenure in school districts.

Extent of Duties

Insofar as the category requesting the extent of duties is concerned, the following data was accumulated from the returns.

While 72, or 100 per cent, of the respondent secretaries stated that they performed their duties full time in one school district, only 22 respondents, or 49 per cent of the superintendents, replied that they were full time in one district; 18 superintendents, or 40 per cent, replied that they performed superintendents duties in two school districts; which five respondents, or 11 per cent, indicated that their duties extended to cover three school districts.

Discussion

While it appears to be a sound move to have a locally appointed secretary to manage the district business, it would appear to be just as sound to have a superintendent, who is acknowledged the instructional leader in a district, appointed on a single district basis--especially where the aim of the district organization is the betterment of instruction and education locally. The smaller superintendencies could well become lighthouse areas in education, a training ground for superintendencies, and much more adaptable to local conditions. As it is now, the superintendent in British Columbia who regularly wears at least two

administrative hats finds that he is wearing up to six in the more remote superintendencies. It is unlikely that any two secretary-treasurers, Boards of Trustees, or general district conditions are the same or, in some cases, even similar. Are not then the expectations for junior superintendents rather exacting in a situation where two or three districts are administered? Should a system of understudies or internees be created to develop administrative potential in the field?

CHAPTER IV

ADMINISTRATIVE TASK AREAS DIRECTLY RELATED TO EDUCATION

Consolidation of Part 2 of the Questionnaire

This section of the instrument was also known as the Executive Functions Questionnaire. Data for this part were collected by means of five fixed alternative responses. The respondents were asked to choose among five alternatives on each of two scales: one indicating a *de facto* response and the other indicating a normative response. The five alternatives offered were that action would be taken on the *de facto* scale known as the W (WOULD) scale and action should be taken on the S (SHOULD) scale as follows:

- A. By the secretary-treasurer independently of the superintendent.
- B. By the secretary-treasurer with some assistance by the superintendent.
- C. By joint effort equally by the secretary and superintendent.
- D. By the superintendent with some assistance of the secretary-treasurer.
- E. By the superintendent independently of the secretary-treasurer.

Statistical Analysis

The returns for Part 2 are shown in Table I. The questionnaire fixed-alternative responses were transferred directly to IBM cards so that the *de facto* and normative scales were on the same card. By means of the IBM sorter, frequency tabulations were obtained, difference scores and degrees of consensus obtained, percentages computed, and chi-square computed for those tasks where intergroup disagreement was indicated by what appeared as a significant difference. The .05 level was accepted as indicating a lack of agreement between the groups or subgroups compared. Where the computed chi-square fell below the table value required for significance, the differences in the observed frequencies were attributable to chance.

A degree of consensus both intragroup and intergroup was inferred from the combined percentages of the response alternatives by the method following.

The task items were first analyzed for the total group numbering 117 respondents in order to locate those tasks where a consensus over 75 per cent existed as to the *de facto* performance of the task, or to the function of overseeing that the task was acted upon by subordinates.

In task items where there was a high consensus, no further analysis occurred.

On those task items where the consensus of intragroup or intergroup response fell below 50 per cent, the

groupings of adjacent responses were made in order to achieve a general trend towards relatively independent secretary action, cooperative executive action, or relatively independent action by the superintendent. An examination of the response percentages was made and in cases where there was no consensus over 50 per cent, the highest consensus was located and the adjacent cases examined and added to the highest consensus to locate the trends towards executive independence or executive co-operation. The required responses of the Part 2 questionnaire were:

A - By the secretary-treasurer independently of the superintendent.

B - By the secretary-treasurer with some assistance by the superintendent.

Thus responses A and B were grouped for each task item where necessary to obtain a relatively independent secretary action response.

B - By the secretary with some assistance by the superintendent.

C - By joint effort equally by the secretary and superintendent.

D - By the superintendent with some assistance by the secretary.

The responses B, C, D, were grouped where there appeared to be a trend to cooperative response but where

the C responses did not achieve a consensus.

D - By the superintendent with some assistance by the secretary.

E - By the superintendent independently of the secretary.

The responses D and E were grouped for each task item where necessary to achieve a consensus for relatively independent action by the secretary.

The 44 task items were grouped into the seven major categories:

- I. Instructional Leadership - five tasks
- II. Selection and Management of Staff Personnel - seven tasks
- III. Pupil Personnel - eight tasks
- IV. Provision and Maintenance of School Facilities - ten tasks
- V. School Finance - five tasks
- VI. Administrative Organization and Structure - four tasks
- VII. Public Relations - five tasks.

Overview of Part 2 - Executive Functions

The remainder of this chapter is concerned with those four task areas which could be considered as more directly related to the interests of the client group; namely, the pupils of the public schools. These task

areas are: Instructional Leadership, Selection and Management of Staff Personnel, Pupil Personnel and Provision and Maintenance of School Facilities.

Chapter V will deal with the remaining task areas which are less directly related to the welfare of the student group: School Finance, Administrative Organization and Structure, and Public Relations.

Each of the seven task areas will be followed by a summary and discussion.

TASK AREA I: INSTRUCTIONAL LEADERSHIP

The five tasks of Instructional Leadership were:

1. Improving instruction through visiting classrooms and conferring with teachers.
2. Organizing teacher study groups, projects, conferences, etc., aimed at improving the quality of instruction.
3. Evaluating the work of teachers and reporting regularly to the board.
4. Encouraging teachers to improve their qualifications by attending summer school, taking night classes, etc.
5. Planning the programme of instruction to be offered by the schools, especially at the high school level.

Improving Instruction

In Table III, the actual performance of this task was perceived by 45 superintendents as being performed by the superintendent alone. Thus, 100 per cent consensus

was achieved by the superintendent subgroup. The secretary-treasurer subgroup concurred 97 per cent that the superintendent acted fully independently. Only two secretary-treasurers, comprising three per cent of the respondent subgroup stated that the secretary-treasurer acted in an advisory capacity.

The total group response indicated by 98 per cent consensus, or 115 respondents, that the superintendent alone was the executive concerned with this task.

The expectation of task performance as indicated in Table IV was different from the actual performance by only one per cent. Each subgroup therefore felt that the situation as it was in regard to this task was what it should be.

Organizing Teacher Study Groups

In Table III, 40 superintendents, comprising 89 per cent of that subgroup, indicated that this task was being performed independently by the superintendent with no help from the secretary-treasurer. The secretary subgroup agreed by 86 per cent that this was so. The consensus for this task was so high that 100 per cent of all responses gave the superintendent at least the major responsibility for acting in regards to this task.

An examination of the expectations for task performance indicates a trend to include the secretary in an

TABLE III

COMPARISON OF RESPONSES FOR THE ACTUAL TASK PERFORMANCE IN THE
TASK AREA OF INSTRUCTIONAL LEADERSHIP

Task No.	Task	Response Alternatives					No. Response	Total
		A Groups Compared	B Per Cent No.	C Per Cent No.	D Per Cent No.	E Per Cent No.		
20	Improving instruction	Super.	0	0	0	0	0	45
		Secty.	0	0	0	0	2	72
3	Organizing teacher study groups	Super.	0	0	0	0	5	45
		Secty.	0	0	0	0	10	72
6	Evaluating teachers and reporting to the board	Super.	0	0	0	0	0	45
		Secty.	0	0	0	0	2	72
43	Encouraging teachers to improve their qualifications	Super.	0	0	0	0	3	45
		Secty.	0	0	1	2	5	72
23	Planning the programme of instruction especially at the secondary level	Super.	0	0	0	0	3	45
		Secty.	0	0	0	0	2	72

advisory capacity. The superintendent subgroup responses decreased to 86 per cent that he would perform the task independently, while 14 per cent gave the secretary-treasurer an advisory capacity. The secretary-treasurer subgroup normative responses indicate with a reduced 76 per cent consensus that the superintendent should act independently and an increased 24 per cent response that the secretary should become involved in an advisory capacity to the superintendent.

Evaluating Teachers and Reporting to the Board

The superintendent subgroup indicated a 100 per cent intra-group consensus that this task was their own sole responsibility both in the actual performance and in the expectations they had for the performance of this task. The secretary subgroup agreed 97 per cent on the actual performance and 96 per cent on the expectations for the performance of this task.

There is little doubt that of the total respondent group 115 respondents, or 98 per cent see this task as the sole duty of the superintendent and 111 or 97 per cent agree that this is the way the task should be performed.

Encouraging Teachers to Improve Their Qualifications

The superintendent respondents to the number of 42, or 93 per cent, signified that they would perform this task independently. This subgroup also indicated by 42,

TABLE IV

COMPARISON OF RESPONSES FOR THE EXPECTATIONS OF TASK PERFORMANCE IN THE TASK AREA OF INSTRUCTIONAL LEADERSHIP

Response Alternatives

Task No.	Task	Groups Compared	Response Alternatives					No. Response Total	
			A	B	C	D	E		
		Per Cent No.	Per Cent No.	Per Cent No.	Per Cent No.	Per Cent No.	Per Cent No.		
20	Improving instruction	Super.	0	0	0	0	1	2	45
		Secty.	0	0	0	0	3	4	72
3	Organizing teacher study groups	Super.	0	0	0	0	6	14	45
		Secty.	0	0	0	1	2	15	72
6	Evaluating teachers and reporting to the board	Super.	0	0	0	0	0	0	45
		Secty.	0	0	0	1	1	3	72
43	Encouraging teachers to improve their qualifications	Super.	0	0	0	0	3	7	45
		Secty.	0	0	0	7	10	10	72
23	Planning the programme of instruction especially at the secondary level	Super.	0	0	0	0	3	7	45
		Secty.	0	0	0	0	3	4	72

or 93 per cent of their responses that this task should be performed independently by themselves.

The secretary-treasurer subgroup consensus was 80 per cent agreed that the superintendent should perform this task independently. It is of interest to note that 20 per cent of the secretary subgroup stated that they would at least advise the superintendent and 20 per cent felt that they should at least advise the superintendent with ten per cent of these, or seven secretaries signifying that they should have equal responsibility with the superintendent in the performance of this task.

The total respondent consensus was 85 per cent that the superintendent would act independently and that he should act independently of the secretary for this task.

Planning the Programme of Instruction

The secretary subgroup indicated with 70 respondents or 97 per cent that this task was independently performed by the superintendent, while 42 superintendents comprising 93 per cent indicated concurrence with the secretary-treasurers. The expectations for performance of this task were 96 per cent for the secretary subgroup and 93 per cent for the superintendents that this is how the task should be performed.

TABLE V

COMPARISON OF THE COMBINED SUPERINTENDENT AND SECRETARY-TREASURER ACTUAL TASK PERFORMANCE WITH THEIR EXPECTATIONS FOR THE TASK PERFORMANCE IN THE TASK AREA OF INSTRUCTIONAL LEADERSHIP

Task No.	Task	Response Alternatives										No. Response Total	
		Scales		Compared No.	Per Cent No.								
		A	B										
20	Improving instruction	Actual	0	0	0	0	0	0	2	2	115	98	
		Expected	0	0	0	0	0	0	4	3	111	97	
3	Organizing teacher study groups	Actual	0	0	0	0	0	0	15	13	99	87	
		Expected	0	0	0	0	1	1	21	19	89	80	
6	Evaluating teachers and reporting to the Board	Actual	0	0	0	0	0	0	2	2	115	98	
		Expected	0	0	0	0	1	1	2	2	111	97	
43	Encouraging teachers to improve their qualifications	Actual	0	0	1	1	5	4	11	10	98	85	
		Expected	0	0	0	0	7	6	10	9	96	85	
23	Planning the programme of instruction especially at the secondary level	Actual	0	0	0	0	0	0	5	4	112	96	
		Expected	0	0	0	0	0	0	6	5	108	95	

Discussion

In the area of Instructional Leadership a strong consensus was indicated by all respondents that independent action was performed by the superintendent for each of the five tasks. The tasks are listed below, in the order of actual task performance:

1. Improving instruction
2. Evaluating teachers
3. Planning the programme of instruction
4. Organizing teacher study groups
5. Encouraging teachers to improve their qualifications.

The responses indicating the expectations for the performance of the tasks in this area also indicate a strong consensus that the respondents saw the tasks being performed as they felt that they should be. No significant differences were located.

Several trends of interest were noted, however. For the task of Organizing Teacher Study Groups, the secretary subgroup indicated a considerable direction to be involved with the task in an advisory capacity. For the task of Evaluating Teachers and Reporting to the Board there is little doubt, even in districts where the secretary-treasurer may be inserting advertisements for teachers, and actually hiring teachers in the absence of the superintendent, that this is a task acknowledged to be that of the superintendent.

Although this study is unable to reveal further information, the informal influence of the secretary-treasurer may certainly be a factor for consideration, inasmuch as not only legal or operational factors enter here but those of the spirit also.

AREA II. SELECTION AND MANAGEMENT OF STAFF PERSONNEL

Seven tasks were considered in the administrative task area of Selection and Management of Staff Personnel, namely:

1. Employing non-professional staff (bus drivers, caretakers, repairmen, stenographers, etc.).
2. Selecting and placing teachers.
3. Engaging a new junior executive for the board.
4. Selecting and placing principals.
5. Promoting the general welfare of the staff (working conditions, teaching load, etc.).
6. Selecting and directing the work of suitable professional assistants (directors, supervisors, consultants, special counsellors, etc.).
7. Keeping personnel records of teaching staff (qualifications, experience, special abilities).

Employing Non-Professional Staff

Table VI shows that 90 per cent of the secretaries feel that this task is performed by themselves, while 69 per

TABLE VI

COMPARISON OF RESPONSES FOR THE ACTUAL TASK PERFORMANCE IN THE TASK AREA OF SELECTION AND MANAGEMENT OF STAFF PERSONNEL

Task No.	Task	Response Alternatives										No. Response Total	
		Groups Compared		Per Cent No.									
		A	B	C	D	E	F	G	H	I	J		
5	Employing non-professional staff	Super.	31	69	13	29	0	0	0	1	2	0	45
	Secty.	65	90	6	9	0	0	0	0	1	1	0	72
8	Selecting and placing teachers	Super.	0	0	0	0	0	0	3	7	42	93	0
	Secty.	1	1	0	0	3	4	17	24	50	71	1	72
13	Engaging a new junior executive for the board office	Super.	22	49	16	36	6	13	0	0	1	2	0
	Secty.	48	69	17	24	4	6	1	1	0	0	2	72
25	Selecting and placing principals	Super.	0	0	0	0	0	0	6	14	38	86	1
	Secty.	0	0	0	0	2	3	17	24	52	73	1	72
30	Promoting the general welfare of the staff	Super.	0	0	1	3	15	33	15	33	14	31	0
	Secty.	0	0	1	2	36	50	16	22	19	26	0	72
33	Selecting and directing the work of directors, super-visors, consultants in education	Super.	0	0	0	0	0	0	0	45	100	0	45
	Secty.	0	0	0	0	0	0	4	6	67	94	1	72
44	Keeping personnel records	Super.	6	14	5	12	28	65	3	7	1	1	2
	Secty.	32	45	13	18	23	32	1	1	3	4	0	72*

cent of the superintendents agree and 29 per cent of the superintendents state that they act in an advisory capacity. Table VII shows the expectations for the performance of the task. Eighty-four per cent of the secretary subgroup feels that they should act independently while 15 per cent feel that the superintendent should advise for the task. The superintendent subgroup decrease the expectation for the task to 59 per cent that the secretary act independently while 40 per cent of the superintendents perceived that they should at least advise in the decision.

Table VIII indicates little total shift of executive action with 98 per cent stating that the secretary performed the task and that 97 per cent perceived that this is how it should be. A shift in degree of participation by the superintendent in an advisory capacity was noted.

Selecting and Placing Teachers

In Table VI, 93 per cent of the superintendents indicate that they perform this task independently with seven per cent of the superintendent subgroup stating that the secretary-treasurer advises on the decisions. The secretary subgroup had considerably less consensus for the actual performance of this task. Only 71 per cent, or 50 secretaries, indicated that the superintendent would act independently with 24 per cent indicating that they advised the superintendent on this task.

Insofar as the expectations of the task performance was analyzed, there was a slight shift. A total of 95 per cent of the superintendents indicated that they should perform the task while the secretaries were unchanged with 70 per cent favoring independence of task action by the superintendent.

Table VIII illustrates the total respondents as being 96 per cent in favour of action by the superintendent while 98 per cent of the total group indicate that the superintendent should be the executive to act for this task.

Engaging a New Junior Executive for the School Board Office

Table VI illustrates that this task is a decision and action area for the secretary-treasurer. The superintendent subgroup states with an 85 per cent consensus that the secretary is primarily involved with 49 per cent of the superintendents giving the secretary sole responsibility for this task. The secretary subgroup indicates with a 93 per cent consensus that the secretary is the action executive on this task while 69 per cent of the secretaries state that the secretary is solely responsible for the task. Table VII indicates a significant shift towards the position where the superintendent would have an advisory capacity.

Selecting and Placing Principals

Of the superintendent subgroup Table VI illustrates that thirty-eight respondents, or 86 per cent indicated that the superintendent was alone responsible while 73 per cent of the secretary subgroup concurred while 24 per cent stated that they advised the superintendent. Table VII shows, of both subgroups, 86 per cent of the superintendents stated that they should have independence of action while 74 per cent of the secretaries agreed that this would be the way the task should be performed.

Table VIII illustrates that the total group is highly consistent in the actual performance of the task where 98 per cent gave the superintendent the action and 97 per cent of the total group felt that this is how it should be performed.

Promoting the General Welfare of the Staff

This task shows a high intergroup and intragroup consensus in which the superintendent acts at least with equal responsibility.

Table VIII illustrates the total responses for this task and clearly indicates a shift in responsibility from 61 per cent who indicate the secretary would act independently while 29 per cent state that the superintendent advises; to 48 per cent of the total respondents who perceive that the secretary should have sole responsibility and 40 per cent agree that the superintendent should advise.

TABLE VII

COMPARISON OF RESPONSES FOR THE EXPECTATIONS OF TASK PERFORMANCE IN THE TASK AREA OF SELECTION AND MANAGEMENT OF STAFF PERSONNEL

Task No.	Task	Groups Compared	Response Alternatives										No. Response Total
			A Per Cent No.	B Per Cent No.	C Per Cent No.	D Per Cent No.	E Per Cent No.	1	2	0	0	1	
5	Employing non- professional staff	Super. Secty.	26 57	59 84	16 10	36 15	1 0	2 0	1 0	0 1	0 1	0 1	45 72
8	Selecting and placing teachers	Super. Secty.	0 0	0 0	0 1	0 1	0 1	2 19	0 28	5 48	41 70	95 70	2 3
13	Engaging a new junior executive for the board office	Super. Secty.	12 41	27 62	22 22	50 33	8 2	18 3	1 1	2 2	1 0	2 0	1 0
25	Selecting and plac- ing principals	Super. Secty.	0 0	0 0	0 0	0 0	0 3	0 4	6 15	14 22	37 51	86 74	2 3
30	Promoting the general welfare of the staff	Super. Secty.	0 0	0 0	0 0	0 37	0 30	13 18	41 41	13 13	30 30	1 1	45 72
33	Selecting and direc- ting the work of directors, supervi- sors, consultants in education	Super. Secty.	0 0	0 0	0 0	0 0	0 0	0 0	0 4	44 6	100 65	1 94	1 3
44	Keeping personnel records	Super. Secty.	5 24	12 35	6 14	14 20	24 27	57 39	6 1	14 1	1 1	2 3	3 3

Selecting and Directing the Work of Professional Assistants

As shown in Tables VI and VII, a 100 per cent consensus of the superintendent subgroup indicated that the task was performed independently and should be performed independently by the superintendent. The secretary subgroup showed a 94 per cent consensus with this on both the actual performance of the task and in the expectations for the performance of the task.

Table VIII confirms the high consensus with 97 per cent of the total respondents stating independence of acting is taken by the superintendent while 96 per cent of the total group perceive this as it should be.

Keeping Personnel Records of Teaching and Non-Teaching Staff

The respondents were divided in their responses for this task. The greatest number, 32 respondent secretaries, or 45 per cent indicated that this task was actually performed by themselves independently, while 13 respondents, or 18 per cent of the secretaries said that they received advice from the superintendent, and 23 secretaries, or 32 per cent stated that the superintendent acted equally in the decision. Table VI further illustrates that 28 superintendent respondents showed a 65 per cent consensus that they acted as an equal with the secretary for the task.

There is significant disagreement as to the actual performance of this task between the two subgroups, $\leq .05$.

TABLE VIII

COMPARISON OF THE COMBINED SUPERINTENDENT AND SECRETARY-TREASURER ACTUAL TASK PERFORMANCE WITH THEIR EXPECTATIONS FOR THE TASK PERFORMANCE IN THE TASK AREA OF SELECTION AND MANAGEMENT OF STAFF PERSONNEL

Task No.	Task	Scales Compared No.	Response Alternatives										No. Response Total	
			A Per Cent No.	B Per Cent No.	C Per Cent No.	D Per Cent No.	E Per Cent No.							
5	Employing non-professional staff	Actual	96	82	19	16	0	0	0	2	2	0	117	
	Expected	83	74	26	23	1	1	1	1	1	1	5	117	
8	Selecting and placing teachers	Actual	1	1	0	0	3	3	20	17	92	79	1	117
	Expected	0	0	1	1	1	1	21	19	89	79	5	117	
13	Engaging a new junior executive for the board office	Actual	70	61	33	29	10	8	1	1	1	2	117	
	Expected	53	48	44	40	10	9	2	2	1	1	7	117	
25	Selecting and placing principals	Actual	0	0	0	0	2	2	23	20	90	78	2	117
	Expected	0	0	0	0	0	3	3	21	19	88	78	5	117
30	Promoting the general welfare of the staff	Actual	0	0	2	2	51	44	31	26	33	28	0	117
	Expected	0	0	0	0	0	50	44	36	31	29	25	2	117
33	Selecting and directing the work of directors, super-visors, consultants in education	Actual	0	0	0	0	0	0	4	3	112	97	1	117
	Expected	0	0	0	0	0	0	0	4	4	109	96	4	117
44	Keeping personnel records	Actual	38	33	18	16	51	45	4	3	4	3	2	117
	Expected	29	26	20	18	51	46	7	6	4	4	4	6	117

Discussion

In the administrative task area of Selection and Management of Staff Personnel a strong consensus was indicated in favour of the secretary-treasurer on the three tasks which are listed below in order of the consensus reached:

1. Employing non-professional staff.
2. Engaging a junior executive for the board office.
3. Keeping personnel records.

Three tasks are listed in order where a consensus was reached in favour of the superintendent:

1. Selecting and directing the work of directors, supervisors, consultants in education.
2. Selecting and placing teachers.
3. Selecting and placing principals.

No specific consensus was reached for one task but the grouping formula indicated by a greater percentage that the superintendent is more greatly involved in the task than the secretary-treasurer.

1. Promoting the general welfare of the staff

The difference in responses by the two subgroups, though not significant, is indicative of an executive pressure situation. In tasks where the secretary was accorded the major responsibility for its execution, there was an indication that the superintendents felt that they actually had an advisory role and more strongly felt that

they should have an advisory role for the task. However, in tasks where the superintendent was indicated as the executive with the prime responsibility for the task, although the secretaries felt more strongly than the superintendents for their own advisory role on the actual task performance scale, the expected task performance responses clearly indicate a shift by the secretary subgroup towards the superintendent having more responsibility, while the superintendent respondents agreed that the superintendent should have more responsibility for the performance of the task.

It was the speculation of the investigator that the respondents agreed the responsibility for the administration of the tasks directly related to the instructional programme was accorded to the superintendent, while tasks indirectly related to the programme of instruction are and should be the duty of the secretary. For the tasks in this area, then, it appears that the unitary form of school administration has as yet gained little acceptance in British Columbia. There does, however, appear to be a desire by superintendents to acquire greater responsibility and a complementary desire by secretary-treasurers to release some of their present responsibility for tasks in this area.

AREA III. TASKS RELATED TO MANAGEMENT OF PUPIL PERSONNEL

The third administrative area, Pupil Personnel, comprised eight tasks:

1. Keeping pupil personnel records.
2. Planning for provision of adequate recreation facilities.
3. Providing for the safety of pupils.
4. Organizing pupil transportation services.
5. Dealing with cases of suspension, expulsion, irregular attendance, and other special problems.
6. Providing students with information about future job and educational opportunities.
7. Planning and organizing for beginning teachers.
8. Developing procedures for estimating how well pupils are doing in school.

Keeping Pupil Records

Table IX discloses a very high consensus of response for the actual performance of this task. The superintendents state that they themselves perform this task. Thirty-six superintendents, or 82 per cent, state that the superintendent performs independently, while seven respondents or 16 per cent say that the secretary has only an advisory role. The secretary-treasurers concur highly with this since 61 secretaries or 87 per cent say that the

TABLE IX

COMPARISON OF RESPONSES FOR THE ACTUAL TASK PERFORMANCE IN THE TASK AREA OF MANAGEMENT OF PUPIL PERSONNEL

Task No.	Task	Groups Compared	Response Alternatives					No. Response	Total
			A Per Cent No.	B Per Cent No.	C Per Cent No.	D Per Cent No.	E Per Cent No.		
10 Keeping pupil records	Super.	0	0	0	1	2	7	16	36
	Secty.	1	1	0	0	0	8	12	61
14 Planning for provision of adequate recreational facilities	Super.	1	2	5	12	17	40	3	7
	Secty.	3	5	12	18	27	40	19	28
16 Providing for the safety of pupils	Super.	2	5	4	9	28	65	9	21
	Secty.	15	22	15	22	32	46	4	6
24 Organizing pupil transportation services	Super.	12	29	21	50	6	14	1	2
	Secty.	38	54	19	27	10	14	3	4
27 Dealing with cases of pupil suspension etc.	Super.	0	0	0	0	2	5	4	9
	Secty.	0	0	1	1	6	8	22	31
34 Providing students with job information	Super.	0	0	0	0	0	0	1	2
	Secty.	0	0	0	0	0	4	6	4
36 Planning and organizing for beginning pupils	Super.	0	0	0	0	1	2	3	7
	Secty.	0	0	1	1	1	1	7	10
40 Developing procedures for estimating pupil progress	Super.	0	0	0	0	0	0	0	45
	Secty.	0	0	0	0	0	1	1	71

superintendent performs this task solely while eight respondent secretaries comprising 12 per cent say that the secretary has only an advisory role.

On the normative scale the intragroup consensus is similar to that on the *de facto* scale, as was the inter-group consensus. The superintendents agree, 35 in number, or 81 per cent, that they themselves should have independence of action. The remaining 17 per cent of respondents stated that the secretary should only have an advisory role. The secretary subgroup numbering 59 or 87 per cent agree that this task should be the sole responsibility of the superintendent, while seven secretaries, or 11 per cent desired for themselves an advisory role, and two secretaries, or two per cent gave themselves equal or more responsibility for the task.

Table XI which lists the *de facto*-normative differences summed from the total respondent group of secretaries and superintendents clearly indicates that this task is being performed almost exactly as the respondents expectations for the task. Ninety-seven secretaries and superintendents or 85 per cent say that this is solely a superintendent's executive function while 94 respondents or 85 per cent state that this is how it should be performed. Fifteen respondents or 13 per cent claim that the secretary has an advisory role only, and fourteen respondents, or 12 per cent say that this is how it should be performed.

Planning for the Provision of Adequate Recreational Facilities

The responses for this task indicated that no clear-cut consensus of opinion existed as to either the *de facto* or normative responses. Use of the grouping formula revealed a high consensus when adjacent degrees of responsibility for the task were summed. Table IX reveals that neither the secretary nor the superintendent are solely responsible for this task on either scale. The concentration of *de facto* responses indicates that the superintendent has a greater degree of responsibility than the secretary-treasurer for this task. Seventeen superintendents, or 40 per cent, claim that the task is performed equally by both executives, while 17 superintendents, or 40 per cent, place the secretary into an advisory role. The secretary subgroup to the number of 27 respondents comprising 40 per cent, claim that the task is performed with equal responsibility, while 19 secretaries or 28 per cent state that the secretary has an advisory role and 18 per cent state that the superintendent has an advisory role.

The normative scale indicates a shift on the part of both secretary and superintendent subgroups in the direction desiring a greater role for the superintendent in the execution of this task. Of the superintendent subgroup 17 respondents, or 40 per cent expected that the

task should be performed with equal responsibility by the secretary and superintendent; nineteen, or 45 per cent desire only an advisory role for the secretary. The secretary-treasurers numbering 35, or 52 per cent of the subgroup stated that this task should be performed equally by both executive while 18 secretaries, or 27 per cent expect that they should have only an advisory role. Both subgroups of respondents indicated in small numbers that the superintendent should have independence of action while no respondents stated that the secretary-treasurer should perform this task solely.

The statistics from Table X indicate a shift towards giving the superintendent greater responsibility in the performance of the task. The shift consisted of a transfer of nine per cent of the respondents' *de facto* from secretary-treasurer participation to the following from 40 per cent *de facto* to 48 per cent normative response for equal participation on the task decisions, and from 33 per cent *de facto* response to 34 per cent normative response to relegate the secretary-treasurer to an advisory role in the performance of the task.

Providing for the Safety of Pupils

As indicated on Table IX, the superintendent subgroup achieved a considerable degree of intra-group consensus for the execution of this task since twenty-eight

superintendents totalling 65 per cent stated that this task is performed with equal executive responsibility; nine superintendents, or 21 per cent claimed that they performed the major role and the secretary acted as an advisor. Six superintendents or 14 per cent stated that the secretary actually had the greater role in performing the task. The secretary-treasurer subgroup indicated no intra-group consensus for the actual task performance since only 32 secretaries or 46 per cent stated the task as being performed equally, while 15 secretaries or 22 per cent stated that the superintendent had no role in the performance of this task. The secretary-treasurer intra-group difference was significant to the .01 level and the inter-group difference was significant to the .05 level.

Table X shows the expectations of the executive subgroups for this task. Both the superintendents and secretaries indicate a small consensus that the task should be performed with equal responsibility by both executives with respective 64 per cent and 55 per cent responses in that category. The remainder of the responses are divergent, with ten superintendents or 24 per cent stating that the secretary should only have an advisory role while five superintendents or 12 per cent claim that the superintendent should have an advisory role. Secretary subgroup respondents numbering 23, or 35 per cent, stated that they should have the major or lone decision role; while seven

TABLE X

COMPARISON OF RESPONSES FOR THE EXPECTATIONS OF TASK PERFORMANCE IN THE TASK AREA OF MANAGEMENT OF PUPIL PERSONNEL

Task No.	Task	Compared No.	Response Alternatives									
			A	B	C	D	E	Per Cent No.	Per Cent No.	Per Cent No.	Per Cent No.	No. Response
10	Keeping pupil records	Super.	0	0	0	1	2	7	17	35	81	2
		Secty.	0	0	1	1	1	7	11	59	87	4
14	Planning for provision of adequate recreational facilities	Super.	0	0	3	8	17	40	19	45	3	45
		Secty.	0	0	8	12	35	52	18	27	6	9
16	Providing for the safety of pupils	Super.	0	0	5	12	27	64	10	24	0	3
		Secty.	2	3	21	32	36	55	4	6	3	6
24	Organizing pupil transportation services	Super.	9	22	21	51	9	22	1	3	1	4
		Secty.	24	35	29	42	13	19	2	3	1	3
27	Dealing with cases of pupil suspension, etc.	Super.	0	0	0	0	2	5	5	11	37	84
		Secty.	1	1	0	0	7	10	19	27	43	62
34	Providing students with job information	Super.	0	0	0	0	0	0	2	5	41	95
		Secty.	0	0	0	0	4	6	4	6	61	88
36	Planning and organizing for beginning pupils	Super.	0	0	0	0	1	2	3	7	40	91
		Secty.	0	0	1	1	1	1	6	9	62	89
40	Developing procedures for estimating pupil progress	Super.	0	0	0	0	0	0	0	0	44	100
		Secty.	0	0	0	0	0	0	3	4	68	96

secretaries or ten per cent stated that the superintendent had the major decision role in the management of pupil personnel.

The responses on this dimension indicate also an inter-group pressure to perform the task. It is possible that a conflict situation could develop for this task. The inter-group difference was significant to the .05 degree.

The *de facto*-normative responses of the total group are shown on Table XI. The responses indicate a very slight consensus of 54 per cent for equal executive responsibility on the actual performance scale of this task. The secretary is viewed as having a higher responsibility than the superintendent by 18 per cent of the total respondent group. The expectations of the total group for this task show that 63 respondents or 58 per cent state that equally shared responsibility for the task should be taken, while ten per cent more respondents stated that the secretary should have greater responsibility than those who indicated greater responsibility for the superintendent.

Organizing Pupil Transportation Services

Table IX shows that of the superintendent subgroup, 21 respondents, or 50 per cent, feel that the superintendent should have an advisory role, while 19 secretaries or 27 per cent state that this is so. In the category of inde-

pendent secretary action, the secretary subgroup, by 38 respondents, indicated 54 per cent that this was how the task was performed and 12 superintendents, or 29 per cent indicated that they agreed. The inter-group difference was significant to the .01 level. However, using the grouping formula 79 per cent of the superintendents stated that the secretary was the decisive executive. This was concurred to be the case by 81 per cent of the secretary-treasurers. There is little evidence to suggest that this task is any but one for the secretary-treasurer.

The normative responses on Table X, indicate a shift towards including the superintendent to a greater degree in the decisions related to this task, although this shift is not significant since 95 per cent of the superintendent subgroup responses state that the superintendents should have equal or less responsibility for this task and the secretaries agree 96 per cent that the secretary have equal or greater responsibility for this task. The *de facto*-normative responses indicate clearly when the grouping formula is used that 93 per cent of total respondents state that the secretary would have equal or more responsibility on the performance of this task, while 95 per cent state that they feel that the secretary should have equal or more responsibility for decisions related to this task.

Dealing With Cases of Suspension, Expulsion, Irregular Attendance, and Other Special Problems

The results as shown on Tables IX, X, and XI show subgroup consistency for the actual performance, the expectations for the performance of the task, and in the total group *de facto*-normative responses. Eighty-seven per cent of the superintendents state that they perform the task independently and 84 per cent agree that this is how the task should be performed. The secretary subgroup agrees by 60 per cent that superintendents act independently and 31 per cent state that they themselves act only in an advisory capacity in regards to this task. The expectations of the respondents for this task, as shown on Table X illustrate that the superintendents are almost completely in agreement that the manner in which the task is presently performed is being performed to their satisfaction. The secretary subgroup also retains a relatively constant percentage in their expectations for the task.

The inter-group response differences are evident inasmuch as 37 per cent of the secretaries desire some participation in the performance of this task while only 16 per cent of the superintendents feel that this is desirable.

The *de facto*-normative total group responses show almost negligible disagreement as to the actual performance and the expectations of performance for the task since

TABLE XI

COMPARISON OF THE COMBINED SUPERINTENDENT AND SECRETARY-TREASURER ACTUAL TASK PERFORMANCE WITH THEIR EXPECTATIONS FOR THE TASK PERFORMANCE IN THE TASK AREA OF MANAGEMENT OF PUPIL PERSONNEL

Task No.	Task	Response Alternatives										No. Response Total	
		A Scales Compared	B Per No.	C Per Cent No.	D Per Cent No.	E Per Cent No.	1	15	1	15	13	97	
10	Keeping pupil records	Actual	1	1	0	0	1	1	1	15	13	97	3
		Expected	0	0	1	1	2	2	14	12	94	85	6
14	Planning for provision of adequate recreational facilities	Actual	4	4	17	15	44	40	36	33	9	8	7
		Expected	0	0	11	10	52	48	37	34	9	8	8
16	Providing for the safety of pupils	Actual	17	15	19	17	60	54	13	12	3	2	5
		Expected	2	2	26	24	63	58	14	13	3	3	9
24	Organizing pupil transportation services	Actual	50	44	40	35	16	14	4	4	3	3	4
		Expected	33	30	50	45	22	20	3	3	2	2	7
27	Dealing with cases of pupil suspension, etc.	Actual	0	0	1	1	8	7	26	22	82	70	0
		Expected	1	1	0	0	9	8	24	21	80	70	3
34	Providing students with job information	Actual	0	0	0	0	4	4	5	5	106	91	2
		Expected	0	0	0	0	4	4	3	6	6	102	91
36	Planning and organizing for beginning pupils	Actual	0	0	1	1	2	2	2	10	8	104	89
		Expected	0	0	1	1	2	2	2	9	8	102	89
40	Developing procedures for estimating pupil progress	Actual	0	0	0	0	0	0	1	1	116	99	0
		Expected	0	0	0	0	0	0	3	3	112	97	2

over 90 per cent on each dimension gave the superintendent more than equal responsibility for the task.

Providing Students With Job Information

Tables IX and X illustrates the very high intra-group and inter-group consensus for the actual performance of this task. With 98 per cent of the superintendents stating and 89 per cent of the secretaries agreeing that the superintendent is solely charged with this task there is little doubt that the task is performed by the superintendent. The normative responses were 95 per cent by superintendents and 88 per cent by secretaries that the superintendent should have sole responsibility for this task. Table XI listing the *de facto*-normative shows that 91 per cent of the respondents agree that the superintendent is responsible while 91 per cent agree that he should be responsible for the task.

Planning and Organizing for Beginning Pupils

This task also resulted in a high consensus of agreement. Table IX shows 91 per cent superintendent and 88 per cent secretary inter-group consensus that this was performed solely by the superintendent. The normative dimension as shown in Table X also shows a 91 per cent superintendent and 89 per cent secretary intergroup consensus that this task should be performed solely by the superintendent. Table XI demonstrates the perfect

consensus developed by the total respondent groups to show dimensional differences. The results also show the high consensus that this task is one for the superintendent alone.

Developing Procedures for Estimating Pupil Progress

A very high consensus was expressed for this task both by the superintendent and secretary subgroups as shown on Tables IX and X. The superintendent subgroup indicated by 100 per cent their consensus on both scales that they themselves are independently responsible for the performance of this task. The secretary-treasurer subgroup agreed by 99 per cent on the *de facto* dimension and 96 per cent on the normative dimension with the superintendents on the performance of this task. Table XI shows the total respondent group consensus to be 99 per cent that the superintendent is solely independent in his action while 97 per cent agreement was reached favouring that the superintendent should be fully independent in decisions related to this task.

Discussion

The actual task performance and the expected task performance, for tasks directly related to the classroom or instruction was that they are and they should be performed independently under the responsibility of the superintendent. These tasks listed in order of consensus

were:

1. Developing procedures for estimating pupil progress
2. Providing students with job information
3. Planning and organizing for beginning pupils
4. Keeping pupil records
5. Dealing with cases of pupil suspension.

Use of the grouping formula was made with the remaining tasks to locate a possible general consensus. For the task related to provision of adequate recreational facilities both subgroups indicated that the superintendent would have slightly greater responsibility for the task than would the secretary. The general consensus though high enough, does indicate that this task is one where difficulties could arise in defining the kind and degree of secretary responsibility for the performance of the task. The expectations of the secretary subgroup polarized into a low consensus towards equal responsibility while the superintendents indicated a desire to acquire greater responsibility than that of equality.

The task of providing for the safety of pupils resulted in a consistent actual and expected consensus on the part of the superintendents for equal responsibility. The secretaries showed a much greater actual responsibility for the task with a shift towards a desire to have equal

responsibility for the task. The subgroup differences in responses are great enough to be significant at the $P < .05$ level and indicates a need for the superintendent-secretary team to discuss and allocate a number of subtasks in order to prevent the development of a conflict situation.

The task of organizing pupil transportation services indicates that this task is now being performed by the secretary-treasurer to a large degree with the superintendents indicating a consensus that they have an advisory role. The secretary subgroup indicates a shift from a consensus of sole responsibility to an expectation that the superintendent should have an advisory role. These findings cause the investigator to enunciate an interesting speculation. Although this task is not directly related to instruction or education, the superintendent is involved with transportation insofar as bus trips often are educational in nature and should be approved by him as such; attendance areas are the responsibility of the superintendent and his subordinates; and, finally, the data concerning routes, mileage and pupils conveyed are required by the Department of Education of which the superintendent is an agent. It is therefore necessary that, although the secretary is recognized by both subgroups as the executive with prime responsibility, it is a necessity that the

superintendent have a strong advisory role and clear communication channels with the secretary in several major sub tasks related to this administrative task.

AREA IV. PROVISION AND MAINTENANCE OF SCHOOL FACILITIES

Ten tasks made up the area known as Provision and Maintenance of School Facilities.

1. Estimating the building needs of the school district.
2. Administering the text book rental plan.
3. Establishing procedures for the storage, distribution, inventory, maintenance, and care of supplies and equipment.
4. Making certain in preliminary planning that there is adequate provision for educational needs.
5. Selecting suitable school sites.
6. Handling the requests of principals for materials and equipment.
7. Developing an efficient programme of plant operation.
8. Developing an efficient programme of maintenance.
9. Recommending an architect to the board of trustees.
10. Providing the Board with information for the formulation of policy governing the use of school facilities by the public.

Estimating the Building Needs of the School District

Of the superintendents, 49 per cent stated that the superintendent acted and the secretary advised as shown in Table XII. The secretary subgroup differed inasmuch as 44 per cent of them responded that the task was performed with equal responsibility by both executives. Use of the grouping formula indicates a clear direction by both subgroups to indicate that the superintendent has equal or more responsibility, the superintendent by 96 per cent and the secretaries by 86 per cent.

The secretary subgroup claims however to have by 58 per cent of respondents to have performed the task with equal or more responsibility for the actual task performance.

The normative responses, as indicated on Table XIII indicated somewhat of a shift towards action by the superintendent since 100 per cent of the superintendents said that they should have equal or more responsibility for the task and the secretary subgroup agreed 94 per cent that the superintendent should have equal or more responsibility for this task.

Of the total group of respondents 80 per cent stated that the task would either be performed equally or with the secretary advising. The same respondents indicated by 89 per cent that the task should be performed this way, as indicated on Table XIV.

Administering the Text Rental Plan

Table XII indicates the *de facto* responses of the two executive subgroups for this task. Ninety-five per cent of the superintendents admitted that they only acted at most in an advisory capacity--with 64 per cent of them claiming that the superintendent has no responsibility. The secretaries agreed by 95 per cent that this was so, but 88 per cent gave themselves total responsibility for the task.

The expectations of the executive subgroups as shown on Table XIII indicate a relatively stable normative response where 93 per cent of the superintendents state that they, at most, should have only an advisory role with 60 per cent of them expecting no role in the task. The secretaries agree 75 per cent that they alone should perform the task while 18 per cent agreed that the superintendent should only be an advisor.

On Table XIV are listed the *de facto* and normative responses of the total group of executive respondents indicating a slight shift to include the superintendent in the ideal performance of this task with 78 per cent indicating that the secretary actually acts independently while 69 per cent indicated that the secretary should perform the task independently. Sixteen per cent say that the superintendent would be an advisor while 23 per cent state that he should act as an advisor for this task.

TABLE XII

COMPARISON OF RESPONSES FOR THE ACTUAL TASK PERFORMANCE IN THE TASK AREA OF PROVISION AND MAINTENANCE OF SCHOOL FACILITIES

Response Alternatives

Task No.	Task	Groups Compared	Response Alternatives					No. Response	Total						
			A	B	C	D	E								
		No.	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent								
1	Estimating building needs	Super. Secty.	0 2	0 3	2 8	4 11	13 32	29 44	49 28	8 39	18 2	0 2	0 3	0 0	45 72
2	Administering the textbook rental	Super. Secty.	29 63	64 88	14 5	31 7	1 2	2 3	0 0	0 0	1 0	2 2	0 0	0 0	45 72
7	Establishing procedures for the storage, distribution, inventory maintenance, and care of supplies and equipment	Super. Secty.	15 48	33 67	24 17	53 24	6 6	13 8	0 1	0 1	0 1	0 0	0 0	0 0	45 72*
9	Making certain in planning that there is adequate provision for educational needs	Super. Secty.	0 0	0 0	2 4	4 5	11 27	24 38	21 26	11 15	24 21	11 15	21 21	0 0	45 72
11	Selecting suitable school sites	Super. Secty.	2 8	5 11	6 10	14 14	26 43	59 62	8 8	2 12	5 1	1 1	1 0	1 0	45 72

TABLE XII (Continued)

Task No.	Task	Groups Compared	Response Alternatives					No. Response	Total					
			A	B	C	D	E							
15	Handling requests from principals for materials and equipment	Super. Secty.	2	5	20	44	18	40	9	1	2	0	45*	
21	Developing an efficient programme of plant operation	Super. Secty.	13	29	16	36	11	24	2	5	3	7	0	45
28	Developing an efficient programme of maintenance	Super. Secty.	20	47	20	47	3	7	0	1	0	0	0	72
35	Recommending an architect to the Board of Trustees	Super. Secty.	7	16	5	11	27	61	3	7	2	5	1	45
37	Providing the board with information for the formulation of policy governing the use of school facilities by the public	Super.	5	11	16	36	20	45	3	7	0	0	1	45
			25	36	23	33	19	27	2	3	1	1	2	72

Establishing Procedures With Respect to Supplies and Equipment

Table XII indicates a significant difference in subgroup responses. The superintendent subgroup by 53 per cent stated that they themselves acted in an advisory capacity while 67 per cent of the secretaries state that they act independently of the superintendent of the task. This difference was significant of the .05 level. The grouping formula indicates that the secretary is clearly the major force for this task with 100 per cent of the superintendents admitting that the secretary has equal or greater responsibility, agree by 99 per cent of the secretaries.

The expectations of the respondent subgroups for the task are shown in Table XIII and indicate a lack of agreement by the superintendents as to the degree of their desired participation in the task but 100 per cent agreed that the secretary should have equal or more responsibility. The secretaries indicate a shift in expectations so that only 56 per cent claim that they should have sole responsibility for this task.

The Table XIV indicates little *de facto*-normative shift in total group responses with a insignificant shift to include the superintendent more in the task performance.

Planning Adequate Provision for Educational Needs

Table XII indicates that each subgroup superintendent 96 per cent that they themselves perform the task with equal or more responsibility while 47 per cent of them gave the secretary an advisory role. The secretaries agreed 95 per cent that the superintendent had equal or more responsibility for this task, when the grouping formula was used.

The expectations for this task as shown on Table XIII indicates a shift towards the superintendent. The shift placed 100 per cent of the superintendents into the equal or better categories for task responsibility with 99 per cent of the secretaries agreeing that this would be so.

The total group response in Table XIV indicates little *de facto*-normative shift and confirms that this task is being performed as the respondents expect it should be performed.

Selecting Suitable Sites

A consensus was reached on the actual performance of this task indicated on Table XII. The superintendents 59 per cent claim that this task is performed equally with 62 per cent of the secretaries agreeing. The other responses indicate a symmetrical distribution around this consensus. The expectations for this task as shown on Table XIII indicate a strengthening of the consensus to 72 per cent of

the superintendents and 77 per cent of the secretaries that this task should be the equal responsibility of superintendent and secretary. Table XIV confirms the shift to increase the consensus of equal responsibility.

Handling Requests from Principals for Materials and Equipment

The data listed on Table XII indicates no specific degree of intergroup consensus for the actual performance of this task but 44 per cent of the superintendents and 46 per cent of the secretaries agree that the superintendent acts only as an adviser. Superintendents indicated a significant lack of agreement with 40 per cent stating that the task would be performed with equal responsibility while the secretary subgroup by 29 per cent stated that they alone performed this task. The difference was significant at the .05 level.

The normative subgroup responses as shown on Table XIII describe a shift by both subgroups of respondents towards the superintendent having a greater part in the decisions related to this task. The secretary subgroup indicates a drop to 10 per cent in favour of independent action by the secretary with an increase to 54 per cent in the category where they believe the superintendent should advise and to 30 per cent where the superintendent should be equally responsible with the secretary. These differences

were significant, as indicated on Table XIII, at the .05 level.

The *de facto*-normative Table XIV indicates a considerable shift from 20 per cent saying that the secretary acted independently to a six per cent response indicating that he should act independently. A reciprocal rise from a *de facto* two per cent response to 11 per cent response occurred in the category where the secretary only advises.

Developing an Efficient Programme of Plant Operation

The superintendent subgroup indicates on Table XII no consensus for this task. When the grouping formula is used, 66 per cent state that the superintendent at most has an advisory role only, with a sum of 88 per cent of superintendents admitting that the secretary has at least equal responsibility. The secretary subgroup has a 52 per cent consensus that they perform this task independently of the superintendent while summed totals indicate 78 per cent that the superintendent has only an advisory role and 99 per cent claiming that the secretary has at least equal responsibility for the performance of this task.

Table XIII indicates that the superintendents feel that they should have a slight but insignificant increase in responsibility on this task. The secretary statement and actual independence reduced to 42 per cent with relative increase in categories of superintendent participation.

TABLE XIII

COMPARISON OF RESPONSES FOR THE EXPECTATIONS OF TASK PERFORMANCE IN THE TASK AREA OF PROVISION AND MAINTENANCE OF SCHOOL FACILITIES

Response Alternatives

Task No.	Task	Groups Compared	Response Alternatives					No. Response Total
			A	B	C	D	E	
		Per Cent No.	Per Cent No.	Per Cent No.	Per Cent No.	Per Cent No.	Per Cent No.	
1	Estimating building needs	Super.	0	0	0	13	30	45
		Secty.	0	0	4	6	39	72
2	Administering the textbook rental plan	Super.	26	60	14	33	2	45
		Secty.	51	75	12	18	2	72
7	Establishing procedures for the storage, distribution, inventory, maintenance, and care of supplies and equipment	Super.	16	36	19	43	9	45
		Secty.	38	56	25	37	6	72
9	Making certain in planning that there is adequate provision for educational needs	Super.	0	0	0	9	21	45
		Secty.	0	0	1	30	42	72
11	Selecting suitable school sites	Super.	1	2	2	5	31	45
		Secty.	2	3	8	12	52	72

TABLE XIII (Continued)

Response Alternatives

Task No.	Task	Groups Compared	Response Alternatives					No. Response	Total				
			A	B	C	D	E						
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.					
15	Handling requests from principals for materials and equipment	Super. Secty.	0 7	0 10	17 38	39 54	15 21	33 30	2 3	5 1	45 72*		
21	Developing an efficient programme of plant operation	Super. Secty.	10 28	23 42	16 22	36 33	10 16	23 24	5 1	11 1	45 72*		
28	Developing an efficient programme of maintenance	Super. Secty.	15 32	33 47	23 29	51 43	3 7	7 10	0 0	4 0	45 72*		
35	Recommending an architect to the Board of Trustees	Super. Secty.	3 10	7 15	4 9	9 13	29 47	68 68	6 2	14 3	2 1	45 72	
37	Providing the board with information for the formulation of policy governing the use of school facilities by the public	Super. Secty.	3 12	7 18	11 28	26 42	25 39	58 1	9 1	0 1	0 1	2 4	45 72*

The secretaries by 99 per cent did, however, retain an expectation of at least equal responsibility for this task.

The actual performance and expected performance for this task is shown on Table XIV with a slight but insignificant shift towards the expectation that the superintendent would have a larger role in the performance of this task.

Developing an Efficient Programme of Maintenance

Table XII reveals an intragroup consensus by the secretaries who agree 65 per cent that they perform this task independently of the superintendent. Forty-seven per cent of the superintendents agree with the secretaries but 47 per cent state that they advise and a summed 54 per cent state that they advise or have equal responsibility. The intragroup difference is significant at the .05 level. The grouping formula revealed a general consensus with 100 per cent of the superintendents indicating that the secretary had equal or more responsibility and 99 per cent of the secretaries agreeing that this was so.

On the normative scale, the respondent superintendents reached a 51 per cent consensus that they should have an advisory role with 33 per cent indicating an independent role should be performed by the secretary and nine per cent indicating that independent action should be performed by

the superintendents. The secretary consensus reached on the *de facto* scale was reduced to 47 per cent, in favour of independence of action by the secretary. This difference was significant to the .05 level. The shift of this response was to 43 per cent in favour of the superintendent having an advisory role for this task.

The total response Table XIV indicates a shift towards including the superintendent as an advisor for this task, though no consensus was reached.

Recommending an Architect to the Board

Both subgroups reached a consensus for the performance of this task with 61 per cent of the superintendents and 55 per cent of the secretaries agreeing that the task is performed with equal responsibility by both executives. Grouping the categories further indicated that 27 per cent of the superintendents agreed that the secretary performed the task safely or with only advice from the superintendent, while the secretary subgroup indicates agreement with this by 39 per cent.

The normative responses in Table XIII, indicate a strengthening of both subgroups in their consensus of 68 per cent that this task should be performed equally by both secretary-treasurer and superintendent.

The *de facto*-normative total group response indicated a shift to the expectation that this task would be a joint and equal operation for both executives.

TABLE XIV

COMPARISON OF THE COMBINED SUPERINTENDENT AND SECRETARY-TREASURER ACTUAL TASK PERFORMANCE WITH THEIR EXPECTATIONS FOR THE TASK PERFORMANCE IN THE TASK AREA OF PROVISION AND MAINTENANCE OF SCHOOL FACILITIES

Response Alternatives

Task No.	Task	Response Alternatives					No. Response	Total					
		A Scales Compared	B Per Cent No.	C Per Cent No.	D Per Cent No.	E Per Cent No.							
1	Estimating building needs	Actual Expected	2 0	2 0	9 4	45 52	38 45	42 44	10 8	9 7	0 2	117 117	
2	Administering the textbook rental plan	Actual Expected	92 77	78 26	19 23	16 4	3 4	3 1	0 1	0 3	3 3	0 6	117 117
7	Establishing procedures for the storage, distribution, inventory, maintenance, and care of supplies and equipment	Actual Expected	63 54	54 48	35 39	12 15	10 13	1 0	1 0	0 0	0 0	0 4	117 117
9	Making certain in planning that there is adequate provision for educational needs	Actual Expected	0 0	0 0	6 1	5 1	38 39	33 34	47 50	40 43	26 25	2 2	117 117
11	Selecting suitable school sites	Actual	10	9	16	14	69	60	16	14	3	3	117

TABLE XIV (Continued)

Response Alternatives

Task No.	Task	Scales Compared	Response Alternatives					No. Response	Total
			A	B	C	D	E		
		No. Compared	Per Cent	Per Cent	Per Cent	Per Cent	No. Response		
15	Handling requests from principals for materials and equipment	Actual Expected	23 7	20 6	53 55	46 48	34 36	29 32	2 117
21	Developing an efficient programme of plant operation	Actual Expected	49 38	34 38	29 34	26 26	22 24	3 117	
28	Developing an efficient programme of maintenance	Actual Expected	66 47	58 41	40 52	35 46	7 10	1 117	
35	Recommending an architect to the Board of Trustees	Actual Expected	25 12	22 10	15 14	12 13	66 76	58 68	5 117
37	Providing the board with information for the formulation of policy governing the use of school facilities by the public	Actual Expected	30 15	26 13	39 39	34 35	39 51	34 46	5 117

Providing the Board with Information for the Formulation of Policy

The tenth and last task as indicated on the actual task performance Table XII is illustrating a lack of consensus with 45 per cent of the superintendents stating that the task is performed equally with 27 per cent of the secretaries agreeing that this is so, and 11 per cent of the superintendents declaring that the secretary has sole responsibility while 36 per cent of the secretaries claim for themselves sole responsibility for the task--a difference significant to the .01 level.

Table XIII reveals a significant shift towards a 58 per cent superintendent consensus and a 38 per cent secretary-treasurer agreement that this task should be performed with equal responsibility and 42 per cent of the secretaries feel that they should act with only an advisory role played by the secretary. The difference was significant at the .05 level.

The actual performance-expected performance total group response Table XIV for this task indicates a 13 per cent shift to the expectation that the task should be performed equally by the superintendent-secretary team. The grouping formula clearly indicates, by 68 per cent of the actual performance response and 81 per cent of the expected performance response, an equal or advisory responsibility to the superintendent, though 94 per cent

indicated that the secretary does, and that he should have equal or greater responsibility for this task.

Discussion

The administrative task area of the Provision and Maintenance of School Facilities included ten tasks. For the following tasks, the secretary-treasurer was accorded the major role by both subgroups on both scales. They are ranked in order of consensus, using the grouping formula in each case.

1. Administering the textbook plan.
2. Developing an efficient programme of maintenance.
3. Establishing procedures for the storage, distribution, inventory, maintenance, and care of supplies and equipment.
4. Developing an efficient programme of plant operation.

The superintendent has the major role for the following tasks which are ordered by percentage of consensus, using the grouping formula:

1. Making certain in planning that there is adequate provision for educational needs.
2. Estimating building needs.

Both of these tasks would require information from principals, supervisors and directors so it is likely that the superintendent would be the executive to obtain this

information for his action with a subordinate advisory position taken by the secretary-treasurer. Of interest is the relationship of responses with the superintendent subgroup agreeing with the secretary subgroup that the superintendent should have a greater role to play for this task than he actually has, though the shift was not statistically significant.

For the task of recommending an architect to the board of trustees there was an intergroup consensus that this task be conducted with equal responsibility by both executives. A shift was indicated towards a greater consensus of equal responsibility on the normative scale. Of the non-consensus respondents by far the larger percentage favoured the secretary-treasurer for the major role in the performance of this task.

Three tasks were ambiguous. Responses for the task of selecting suitable school sites resulted in a consensus for equal responsibility, with a greater consensus of equal responsibility registered on the normative scale. The task of providing the board with information of policy governing the use of school facilities by the public received a superintendent response shift to a consensus of that subgroup for equal responsibility. The secretary subgroup indicated no consensus for the task until the grouping formula was applied. Then the weight of the responses shifted from the area of independent secretary action towards

joint responsibility for the task. On the last task in this group, the handling of requests from principals for materials and equipment, the intergroup responses indicated a major role for the secretary with the expectations of the superintendent group showing a shift towards greater participation by the superintendent while the secretary subgroup developed a consensus that the superintendent should have an advisory role.

A review of the roles assigned to superintendents and secretary-treasurers in British Columbia for the task area of Provision and Maintenance of School Facilities indicates that school district executives in British Columbia recognize the secretary's duty as the countersigning officer to the principal of all textbooks ordered from the Department of Education as free issue or on the rental plan. Here is a situation where the locally-employed executive is directly responsible to the Department of Education even though the district superintendent is the local representative of the Department.

CHAPTER V

ADMINISTRATIVE TASK AREAS INDIRECTLY RELATED TO EDUCATION

The three administrative task areas analyzed in this chapter are those which are less directly related to the welfare of the student group: School Finance, Administrative Organization and Structure, and Public Relations.

The consolidation for the task areas discussed in the previous chapter.

The division of the seven administrative task areas into those directly related to the student group and those less related to the student group was made in order to identify a consensus for superintendent leadership in the four task areas of Chapter IV and secretary-treasurer leadership in the three task areas of this chapter should such a consensus exist. This analysis was also completed to identify tasks and task areas where significant differences may occur between the subgroups and within the subgroups of respondents.

These differences might be most clearly seen in school districts where dual executive leadership exists, or in districts where the superintendent has more than one district to administer.

TASK AREA V. SCHOOL FINANCE

The administrative area of School Finance was divided into five tasks:

1. Participating in salary negotiations
2. Preparing specifications for the purchase of supplies and equipment
3. Budgeting for school operations
4. Keeping the board informed regarding teacher salary trends
5. Making surveys with respect to equitable pay scales for other employees of the school district.

Participating in Salary Negotiations

Table XV, which indicates how the respondents see the task as actually being performed, shows clearly the direction of consensus towards the secretary-treasurer as the executive who acts in salary negotiations. The secretary-treasurer subgroup more strongly indicated that they were instrumental in the task, with thirty-nine secretaries, or 55 per cent of that group, indicating that they acted independently. The secretaries and superintendents indicated by respective 38 per cent and 35 per cent responses that the superintendent acted in an advisory capacity, while the category indicating equal responsibility for the task was seen by 11 superintendents, comprising 24

per cent of that subgroup, and by seven secretaries, or ten per cent of the secretary subgroup.

A distinct direction was observed in comparing Tables XV and XVI. Both of the respondent subgroups indicated that the subgroups indicated that the superintendent should have more responsibility than he does have for this task. There was no category indicating consensus for the performance of this task. The superintendent subgroup indicated by 41 per cent of the subgroup that the superintendent should have an advisory position, while 34 per cent of the subgroup replied that the superintendent should have equal responsibility for the task. The secretary subgroup had a significant percentage reduction in the category of independent secretary action to 35 per cent of the respondents, while 40 per cent stated that the superintendent should advise and 21 per cent felt that the superintendent should have equal responsibility for the performance of this task. The superintendent should have major responsibility it was felt by four per cent of the secretary subgroup.

The total response as shown in Table XVII clearly indicated a significant difference with sixty-six respondents, or 57 per cent stating that the secretary-treasurer actually performed the task independently while only thirty-two respondents, or 29 per cent indicated that the secretary should perform the task independently, $\alpha = .001$.

TABLE XV

COMPARISON OF RESPONSES FOR THE ACTUAL TASK PERFORMANCE IN
THE TASK AREA OF SCHOOL FINANCE

Task No.	Task	Groups Compared	Response Alternatives					No. Response	Total
			A	B	C	D	E		
		No.	Per Cent	No.	Per Cent	No.	Per Cent		
17	Participating in salary negotiations	Super. Secty.	16 39	36 55	17 25	38 35	11 7	24 10	1 0
22	Preparing specific ficitons for pur- chase of supplies and equipment	Super. Secty.	11 33	25 46	21 25	48 35	7 12	16 16	5 2
31	Budgeting for school operations	Super. Secty.	2 14	4 20	18 44	40 61	24 14	53 20	1 0
39	Keeping the board informed re teacher salary negotiations	Super. Secty.	16 49	36 68	16 14	36 20	11 8	25 11	1 0
41	Making surveys with respect to equitable pay scales elsewhere	Super. Secty.	31 64	70 89	11 7	25 10	2 0	0 0	1 1

Further examination of Table XVII indicates that 99 per cent of the respondents state that the secretary performs at least with equal responsibility, while 31 per cent feel that the superintendent should have equal responsibility or greater on this task.

Preparing Specifications for Purchase of Supplies and Equipment

Table XV illustrates the subgroup differences as to the actual performance of this task. Of the superintendent subgroup 21 respondents, or 48 per cent, indicated that the superintendent acted in an advisory capacity while 33 secretary respondents, or 46 per cent, indicated that they performed this task independently. There was no consensus for action by either respondent subgroup for this task, but the group responses indicate a definite direction to the secretary as the executive who performs the task. The superintendents grouped responses indicated that 32 respondents or 73 per cent agree that the secretary is the major decision maker for this task and 64 secretaries, comprising 90 per cent of this subgroup, agree that they perform the task as the major decision-maker.

The subgroup expectations for this task are indicated in Table XVI. Both subgroups indicate a definite shift towards greater participation by the superintendent in the performance of this task with 53 per cent of the superintendents indicating that they should have an advisory

TABLE XVI

COMPARISON OF RESPONSES FOR THE EXPECTATIONS OF TASK PERFORMANCE
IN THE TASK AREA OF SCHOOL FINANCE

Task No.	Task	Response Alternatives					No. Cent No.	Per Cent No.	Per Cent No.	Per Cent No.	Per Cent No.	Per Cent No.	No. Cent No.	Response Total
		A Groups Compared	B Per Cent No.	C Per Cent No.	D Per Cent No.	E Per Cent No.								
17	Participating in salary negotiations	Super.	8	18	18	41	15	34	3	7	0	0	1	45
	Secty.	24	35	27	40	14	21	2	3	1	1	1	4	72
22	Preparing specific- ations for pur- chase of supplies and equipment	Super.	5	12	23	53	9	21	6	14	0	0	2	45
	Secty.	16	23	30	44	21	31	1	1	1	1	1	3	72
31	Budgeting for school operations	Super.	1	2	12	27	28	64	3	7	0	0	1	45
	Secty.	4	6	47	66	19	27	1	1	0	0	0	1	72*
39	Keeping the board informed re teacher salary negotiations	Super.	8	19	22	51	11	26	2	5	0	0	2	45
	Secty.	37	54	21	31	10	14	0	0	1	1	1	3	72
41	Making surveys with respect to equitable pay scales elsewhere	Super.	26	62	14	33	2	5	0	0	0	0	3	45
	Secty.	57	84	10	15	0	0	0	0	1	1	1	4	72

capacity, while 44 per cent of the secretaries agreed that this should be so. The superintendent subgroup indicated 35 per cent that the superintendent should have equal or greater responsibility and 31 per cent of the secretary subgroup agreed with this.

Table XVII is a total respondent summary which indicated clearly a desire to include the superintendent in the executive decision process since 66 respondents comprising 57 per cent of all respondents indicated that the secretary-treasurer would perform this task independently, while 32 respondents, or 29 per cent, felt that the secretary should perform the task independently.

Budgeting for School Operations

The responses for this task indicate a clear inter-subgroup difference on the *de facto* scale. Table XV illustrates that 24 superintendents, or 53 per cent see the task as actually being performed by both he and the secretary with equal responsibility. The secretary-treasurer subgroup indicates a significant disagreement with the superintendents inasmuch as 44 secretaries, or 61 per cent of the subgroup, indicate that they themselves act on this decision with advisory assistance from the superintendent. The direction of the responses were consistent insofar as the secretary-treasurer was considered at least as an equal in the task performance by 98 per cent of the superintendent

and 100 per cent of the secretary-treasurer subgroup respondents.

Table XVI, illustrating the subgroup expectations for this task also points to a clear-cut difference of opinion between the secretaries and the superintendents. Of the superintendents twenty-eight respondents, or 64 per cent, state that the task should be performed with equal responsibility by the superintendent and the secretary-treasurer. The secretaries, 47 in number, or 66 per cent of the respondent secretaries, indicated that the superintendent should only have an advisory role in the task of budgeting for school operations. Both subgroups indicate a desire for greater superintendent participation than there actually is at present.

The comparison of all respondents on the *de facto*-normative scales indicates an overall direction to include the superintendent somewhat more in the decisions, but not significantly so, as shown in Table XVII.

Keeping the Board Informed Regarding Teacher Salary Negotiations

Table XV reveals a secretary-treasurer subgroup consensus for this task with 49 respondents, comprising 68 per cent of the secretaries, agreed that they presently perform this task independently, whereas only sixteen, or 36 per cent of the superintendents, agreed that this was

TABLE XVII

COMPARISON OF THE COMBINED SUPERINTENDENT AND SECRETARY-TREASURER ACTUAL TASK PERFORMANCE WITH THEIR EXPECTATIONS FOR THE TASK PERFORMANCE IN THE TASK AREA OF SCHOOL FINANCE

Task No.	Task	Response Alternatives					Per Cent No.	Per Cent No.	Per Cent No.	Per Cent Response	Total
		Scales Compared		A		B					
		Per Cent No.	Per Cent No.	C	D	E					
17	Participating in salary negotiations	Actual	66	57	32	27	18	15	1	0	0
	Expected	32	29	45	40	29	26	5	4	1	5
22	Preparing specific- ations for pur- chase of supplies	Actual	44	38	46	40	19	16	7	6	0
	Expected	21	19	53	47	30	27	7	6	1	1
31	Budgeting for school operations	Actual	16	14	62	53	38	32	1	1	0
	Expected	5	4	59	51	47	41	4	4	0	2
39	Keeping the board informed re teacher salary negotiations	Actual	65	56	30	26	19	16	1	1	1
	Expected	45	40	43	38	21	19	2	2	1	5
41	Making surveys with respect to equi- table pay scales elsewhere	Actual	95	82	18	15	2	2	0	1	1
	Expected	83	75	24	22	2	2	0	0	1	7

the manner in which the task was performed. The secretary-treasurer was, however, the executive to whom the prime responsibility was placed for this task. A high general consensus of 98 per cent of the superintendents and 100 per cent of the secretaries agree that the secretary presently has at least equal responsibility for this task.

On the normative dimension there is a direction indicated by both subgroups towards including the superintendent in the decisions related to this task. Table XVI shows that 37 secretaries, or 54 per cent, have expectations for the secretary to perform the task independently. The superintendents, as indicated by eight respondents, comprising 19 per cent of the subgroup, state that the secretary should act independently, while 22 superintendents, or 51 per cent, desired that the superintendents should have an advisory role in this task, while 13 superintendents, or 31 per cent of this subgroup, stated that the superintendent should have equal or greater responsibility for this task. Of the secretary-treasurer subgroup 68 respondents, comprising 99 per cent, indicated that they felt the secretary-treasurer should have at least equal responsibility for performing the task. The superintendents agreed by 41 respondents or 95 per cent that this is how it should be.

The total group response for the *de facto* and expected executive performance of this task is listed in

Table XVII. This table illustrates a shift towards superintendent participation. On the *de facto* scale, 65 respondents, or 56 per cent of the total respondent group, indicated that the secretary-treasurer would perform this task independently and 30 respondents, representing 26 per cent of the total respondents, stated that the secretary would have the major responsibility while the superintendent acts in an advisory capacity. The normative scale indicates that of the total group 45 respondents, or 40 per cent, indicated that the secretary should have independence of action, while 43 respondents, or 38 per cent, felt that the superintendent should act in an advisory capacity. This shift to include the superintendent in decisions regarding action on this task, though not significant, is evident.

Making Surveys With Respect to Equitable Pay Scales Elsewhere

The consensus between the two subgroups of respondents for the actual performance of this task is shown on Table XV where 70 per cent of the superintendents and 89 per cent of the secretary-treasurers declare that the secretary-treasurer does perform this task independently while 25 per cent of the superintendents and ten per cent of the secretaries state that the superintendent actually performs in an advisory role for this task. There is little doubt that this task is one which is performed largely by the secretary-treasurer.

On the normative scale of Table XVI the expectations of both subgroups for the expectations on the performance of this task retain a high intergroup consensus that the secretary-treasurer is the major executive of this task. Of the superintendent subgroup 26 respondents, representing 62 per cent of the total subgroup, state that the secretary should perform the task independently while 14 superintendents, or 33 per cent, gave themselves an advisory role. The secretary-treasurer subgroup numbered 57, or 84 per cent, in favor of the secretary having sole responsibility for action regarding this task, while ten secretary respondents, totalling 15 per cent of the subgroup, gave the superintendent an advisory role for the task.

Table XVII gives the total response for the actual performance and the expected performance of this task. A total of 95 respondents, or 82 per cent, indicated that the secretary would independently act on this task while 83 respondents, or 75 per cent, stated that they felt that the task should be performed independently by the secretary-treasurers.

Discussion

There were five tasks investigated within the task area of School Finance.

For the following tasks the secretary was accorded the major role by both subgroups on both scales. The tasks

are ranked in order of consensus, using the grouping formula in each case:

1. Making surveys with respect to equitable pay scales elsewhere.
2. Keeping the board informed re teacher salary negotiations.
3. Participating in salary negotiations.
4. Preparing specifications for the purchase of supplies and equipment.
5. Budgeting for school operations.

The district superintendent was not indicated on either scale to have received a consensus of responses for equal or greater responsibility for these five tasks. There was a shift in the total response group towards giving the superintendent a greater advisory and equal responsibility role on the normative scale of respondent expectations for the five tasks in this task area.

The superintendent-secretary subgroup responses for the task of budgeting for school operations were significantly different at the .05 level on both scales. The superintendent responses indicated a consensus that they do have equal responsibility for this task. The superintendents indicated a greater consensus towards equal responsibility on the expectations scale.

The *Public Schools Act* for the Province of British Columbia clearly ascribes to the secretary-treasurer

distinct areas of school finance. The respondent secretaries and superintendents recognized this *de jure* responsibility of the secretary. However, the ever-broadening duties of the superintendent are reflected in the *de facto*-normative shift towards including the superintendent to a greater degree in areas of school finance.

There appears to be a need for the superintendent to participate in finance decisions to a greater degree as a result of the increasing professionalization of both his subordinate educational administrators and the instructional staff and the concomitant demand by them for a part in ordering supplies, equipment and, in general, budgets for school operations. The superintendent as the instructional leader must of necessity become involved in finance decisions and actions to a greater degree than presently. Also, in the tasks related to teacher salaries, the superintendent is in a quandary inasmuch as he must attract good teachers to the district and, therefore, must ensure that salary scales are competitive; and, indeed, he must encourage harmonious negotiations in order to present an adequate district image to potential teaching staff.

AREA VI. ADMINISTRATIVE ORGANIZATION AND STRUCTURE

Four tasks were considered for the roles undertaken by school district executives. They were:

TABLE XVIII

COMPARISON OF RESPONSES FOR THE ACTUAL TASK PERFORMANCE IN THE TASK AREA OF ADMINISTRATIVE ORGANIZATION AND STRUCTURE

Response Alternatives

Task No.	Task	Groups Compared	Response Alternatives					No. Response Total
			A	B	C	D	E	
		No. Cent.	Per Cent.	No. Cent.	Per Cent.	No. Cent.	Per Cent.	
18	Planning administrative organization in the district	Super. Secty.	1 12	2 17	4 8	9 11	18 28	40 39
26	Developing long-range growth plans for the district	Super. Secty.	0 0	0 5	1 7	2 45	26 63	58 16
32	Organizing local groups for educational planning	Super. Secty.	0 2	0 3	0 2	6 3	13 17	14 25
42	Planning and organizing school centralizations	Super. Secty.	0 1	0 1	0 3	0 4	10 33	22 47

1. Planning the administrative organization within the district
2. Developing long-range plans for the orderly growth and improvement of the school system
3. Organizing local groups or committees for participation in educational planning and activities
4. Planning and organizing school centralizations.

Planning the Administrative Organization Within the District

The responses for the actual performance of this task indicate that there is little consensus either within the subgroups or between the subgroups. Table XVIII reveals that 40 per cent of the superintendents stated that the task would be performed with equal responsibility by the secretary and the superintendents while 36 per cent of the superintendents saw themselves as performing the task alone. The secretary subgroup indicated by 39 per cent that the task is performed equally by superintendent and secretary-treasurer--but were much less unanimous in the other degrees of participation. Twenty-eight per cent stated that they performed the task with greater than equal responsibility while 33 per cent stated that the superintendent performed the task with greater than equal responsibility. The differences in intragroup responses by the secretary subgroup were significant to the .05 level, while the intergroup difference was significant to the .05 level.

TABLE XIX

COMPARISON OF RESPONSES FOR THE EXPECTATIONS OF TASK PERFORMANCE IN THE TASK AREA OF ADMINISTRATIVE ORGANIZATION AND STRUCTURE

Task No	Task	Response Alternatives					No Response	Total
		Groups Compared	Per No.	Per Cent	Per No.	Per Cent		
18	Planning administration organization in the district	Super.	0	0	2	4	18	41
		Secty.	5	7	6	9	37	53
26	Developing long-range growth plans for the district	Super.	0	0	0	0	25	57
		Secty.	0	0	2	3	50	70
32	Organizing local groups for educational planning	Super.	0	0	0	0	8	18
		Secty.	1	1	2	3	19	29
42	Planning and organizing school centralizations	Super.	0	0	0	0	9	20
		Secty.	0	0	1	1	34	50

The shift of responses on the normative scale as indicated in Table XIX was towards giving the superintendent greater responsibility for the task. The superintendent subgroup indicated by 55 per cent that they should have more than equal responsibility while 96 per cent of them indicated that the superintendent should have equal or more responsibility for this task. The secretary subgroup agrees 31 per cent that the superintendent should have more than equal responsibility while 53 per cent stated that the superintendent should have equal responsibility and 16 per cent stated that the secretary should have more responsibility than the superintendent.

The total respondent *de facto*-normative data as shown on Table XX indicates a ten per cent shift towards a desire to include the superintendent more in the decisions regarding this task--although no consensus was reached.

Developing Long-Range Growth Plans for the District

Table XVIII shows consensus between superintendents and secretary-treasurers who respectively agree 58 per cent to 63 per cent that this task is performed equally by both executives while each executive subgroup agreed 40 per cent that the superintendent had greater than equal responsibility.

The normative responses as listed on Table XIX reinforce the actual performance responses with 57 per cent

TABLE XX

COMPARISON OF THE COMBINED SUPERINTENDENT AND SECRETARY-TREASURER ACTUAL TASK PERFORMANCE WITH THEIR EXPECTATIONS FOR THE TASK PERFORMANCE IN THE TASK AREA OF ADMINISTRATIVE ORGANIZATION AND STRUCTURE

Task No.	Task	Response Alternatives					No. Response Total							
		Scales Compared		Per Cent No.	Per Cent No.	Per Cent No.								
		A	B	C	D	E								
18	Planning administrative organization in the district	Actual	13	11	12	10	46	20	17	26	22	0	117	
		Expected	5	4	8	7	55	49	25	22	20	18	4	117
26	Developing long-range growth plans for the district	Actual	0	0	6	5	71	61	28	24	12	10	0	117
		Expected	0	0	2	2	75	66	26	22	11	10	3	117
32	Organizing local groups for educational planning	Actual	2	2	2	2	23	21	29	25	56	50	5	117
		Expected	1	1	2	2	27	25	27	25	53	48	7	117
42	Planning and organizing school centralizations	Actual	1	1	3	3	43	38	48	42	20	17	2	117
		Expected	0	0	1	1	43	38	50	45	18	16	5	117

of superintendents and 70 per cent of the secretaries indicating equal responsibility while the superintendents were more strong in their desire that the superintendent should have greater than equal responsibility for the task as indicated by 43 per cent of the superintendent respondents. The secretaries agree 25 per cent that the superintendent should have more than equal responsibility for the task. The *de facto*-normative responses of the total group indicated a very high consensus that the superintendent has, 61 per cent and should have, 66 per cent equal responsibility while 34 per cent of the respondents see the superintendent as primarily responsible for the task, while 32 per cent of the respondents feel that he should be responsible for it.

Organizing Local Groups for Educational Planning

Table XVIII shows that 100 per cent of the superintendents replied that they had equal or more responsibility for this task while 94 per cent of the secretaries agreed. The superintendents agreed 56 per cent that they alone made decisions regarding this task and 46 per cent of the secretaries agreed that this was so.

The normative responses indicate a consensus of agreement with the *de facto* responses. The superintendents and secretaries largely agreed with the division of responsibility for the task as it was actually being performed.

The total response group confirmed by 96 per cent indicating that the superintendent actually has equal or greater responsibility and 50 per cent stated that the superintendent should act independently. The total group response gave a 97 per cent approval to the superintendent having equal or better responsibility while 48 per cent stated that he should act independently on this task.

Planning and Organizing School Centralizations

Insofar as the actual task performance responses are concerned, there was a significant intergroup difference at the .05 level. The superintendent subgroup consensus indicated 56 per cent that the secretary would have only an advisory role in executing the task while the secretary subgroup, by 47 per cent, indicated that the secretary would have equal responsibility for the task. Table XIX indicates that the superintendents, by 60 per cent, feel that the secretary should only have an advisory role while the secretary subgroup indicated 50 per cent that they themselves should have equal responsibility for the task. A closer examination of both scales indicate a general consensus by superintendents and secretaries that the superintendent has equal or better responsibility for the task; and, further, that he should have this degree of responsibility.

Discussion

The administrative task area of Administrative Organization and Structure consisted of four tasks. On none of the tasks was the secretary indicated as having the major role.

On the task of developing long-range growth plans for the district both the subgroups indicated a consensus for equal responsibility with the superintendent indicated by both subgroups as the important member of the executive duo. It is likely that on such a tenuous task as this would require the contribution of as many resource persons as can be mustered. The superintendent has a much greater source of information from his professional subordinates and would provide integral information.

Use of the grouping formula indicates that the other three tasks are primarily the function of the superintendent. These tasks are ranked in order of consensus as follows:

1. Organizing local groups for educational planning.
2. Planning and organizing school centralizations.
3. Planning administrative organization in the district.

AREA VII. PUBLIC RELATIONS

The administrative task area of Public Relations consisted of five tasks, namely:

TABLE XXI

COMPARISON OF RESPONSES FOR THE ACTUAL TASK PERFORMANCE IN THE TASK AREA OF PUBLIC RELATIONS

Task No.	Task	Response Alternatives										No. Response Total		
		Groups Compared		Per No.	Per Cent	Per No.	Per Cent	Per No.	Per Cent	Per No.	Per Cent			
4	Interpreting school board policy to the public	Super.	1	2	5	11	33	74	5	11	1	2	0	45
12	Explaining to the public what we are doing	Super.	0	0	1	2	14	31	14	31	16	36	0	45
19	Maintaining good relations with the press	Super.	1	2	6	13	36	80	2	4	0	0	0	45
29	Interpreting government acts to the board and public	Super.	2	4	10	22	29	64	4	9	0	0	0	45
38	Giving active support to worthy community efforts	Super.	20	47	20	47	3	7	0	0	0	0	2	45
		Secty.	11	16	4	6	44	65	6	9	3	4	4	72*

1. Interpreting school board policy to the public.
2. Explaining to the public what we are trying to do in the schools.
3. Maintaining good relations with the press.
4. Interpreting government acts to the board and public.
5. Giving active support to worthy community efforts.

Interpreting School Board Policy to the Public

Table XXI presents the data for the actual task performance. The superintendent subgroup consensus was 33 respondents, or 74 per cent of the superintendents, agreeing that this task is actually performed with equal responsibility by the superintendent and secretary-treasurer subgroup consensus, though not as high, also was 41 respondents or 57 per cent that this task was performed equally by superintendent and secretary while 24 secretaries, or 34 per cent, indicate that they are the executives who have a major concern for this task.

Table XXII presents the data on the normative scale for this task. Both subgroup responses indicate a considerable rise in the consensus that each executive should be equally responsible for the task. Thirty-five superintendents, or 80 per cent, of the superintendents and 49 secretaries, or 70 per cent, of the secretaries agreed that they should be equally responsible. However 16 per cent of

the superintendents felt that they themselves should have the major decision and 23 per cent of the secretaries felt that they themselves should have the major responsibility for action. The total group responses as shown in Table XXIII indicate an increase in consensus from how this task is actually performed with 63 per cent indicating equal responsibility for the task, to 74 per cent of the total group stating that the task should be performed with equal responsibility by the superintendent and secretary-treasurer.

Explaining to the Public What We Are Trying to Do In The Schools

Table XXI indicates that there is no consensus for the actual performance of this task. There is a general consensus, however, when the grouping formula is used. The superintendents agree 98 per cent that they actually perform the task with equal responsibility or more, while the secretaries agree 95 per cent that the superintendents are correct in their assessment of the actual performance of this task.

The normative responses as shown in Table XXII show little change in the grouped consensus as 98 per cent of the superintendents state that they should perform the task with at least equal responsibility. The secretaries agree 100 per cent that the superintendent should have equal or

TABLE XXII

COMPARISON OF RESPONSES FOR THE EXPECTATIONS OF TASK PERFORMANCE IN THE
TASK AREA OF PUBLIC RELATIONS

Task No.	Task	Groups Compared	Response Alternatives					No. Response	Total					
			A	B	C	D	E							
4	Interpreting school board policy to the public	Super. Secty.	0 6	0 9	2 10	4 14	35 49	80 70	6 2	14 3	1 3	2 4	45 72	
12	Explaining to the public what we are doing	Super. Secty.	0 0	0 0	1 0	2 0	9 24	21 35	16 27	36 40	18 17	41 25	45 72	
19	Maintaining good relations with the press	Super. Secty.	0 4	0 6	3 16	7 23	36 47	82 67	5 2	11 3	0 1	0 1	45 72	
29	Interpreting government acts to the board and public	Super. Secty.	2 11	5 16	6 13	14 19	30 43	68 61	5 0	11 0	1 3	2 4	45 72	
38	Giving active support to worthy community efforts	Super. Secty.	0 6	0 10	2 5	5 7	39 48	93 73	0 5	0 7	1 2	2 3	3 6	45 72

the major responsibility for the performance of this task.

The total group responses on the *de facto*-normative dimension indicates that the task as it is now being performed is the way the respondents feel it should be performed.

Maintaining Good Relations With the Press

The intergroup comparison as shown in Table XXIII indicates a significant difference. The superintendent subgroup respondents totalled 36 or 80 per cent as stating that this task is performed equally by the superintendent and the secretary-treasurer, while the secretary subgroup respondents numbered 37 comprising 52 per cent for the equal responsibility for the task. The difference between the subgroups is significant to the .05 level.

Table XXI illustrates the expectations of the two subgroups of respondents for the task. Both subgroups indicate a definite shift towards including the superintendent to a greater degree in the execution of this task. The superintendent subgroup states that the superintendent should have a greater part in the performance of this task as shown by a total shift of 17 per cent towards a greater role for the superintendent. The secretary-treasurer subgroup agrees that the superintendent should have a greater part in the task as indicated by the number of 47

respondents, comprising 67 per cent of the subgroup, desiring equal responsibility for the execution of this task. The total shift to the inclusion of the superintendent to a greater degree was indicated by the secretary-treasurer subgroup as 14 per cent.

Table XXIII, which is a comparison of the total group responses on the *de facto*-normative scales, is evidence of the belief by the respondents that the superintendent should be included equally in the execution of this task. On the *de facto* scale 73 respondents, or 63 per cent, stated that both executives performed equally, while on the scale of expectations for the task 86 respondents totalling 75 per cent of the total group stated that they felt the superintendent should have equal responsibility.

Interpreting Government Acts to the Board and the Public

Intergroup consensus was evident though not high on Table XXI. The superintendents, as stated by 29 respondents, or 64 per cent, that this task was equally the responsibility of both executives and 40 secretary-treasurers, or 55 per cent, agree with the superintendents that this is the way the task is performed. Twenty-six per cent of the superintendent subgroup state that the secretary is the prime actor in this task, while 41 per cent of the secretary-treasurer subgroup stated that the

TABLE XXIII

COMPARISON OF THE COMBINED SUPERINTENDENT AND SECRETARY-TREASURER ACTUAL
TASK PERFORMANCE WITH THEIR EXPECTATIONS FOR THE TASK PERFORMANCE
IN THE TASK AREA OF PUBLIC RELATIONS

Task No.	Task	Response Alternatives					No. Response Total							
		A Scales Compared	B Per Cent No.	C Per Cent No.	D Per Cent No.	E Per Cent No.								
4	Interpreting school board policy to the public	Actual Expected	13 6	11 5	17 12	15 11	74 84	63 74	8 8	7 7	5 7	4 4	0 3	117 117
12	Explaining to the public what we are doing	Actual Expected	1 0	1 0	4 1	4 1	33 33	29 30	41 43	35 38	37 35	31 31	1 1	117 117
19	Maintaining good relations with the press	Actual Expected	17 4	20 3	15 19	17 16	73 86	62 74	5 7	5 6	1 1	1 1	1 0	117 117
29	Interpreting government acts to the board and public	Actual Expected	19 13	15 11	22 19	20 17	69 73	58 64	4 5	4 4	3 4	3 4	0 3	117 117
38	Giving active support to worthy community efforts	Actual Expected	31 6	27 6	24 7	22 6	47 87	43 80	6 5	5 5	3 3	3 3	6 9	117 117*

secretary had, in fact, the greater responsibility for the task.

Table XXII, gives the expectations of the two sub-groups. The respondents indicated a slight shift towards including the superintendent but the shift was not significant.

The total group comparison on the *de facto*-normative scales show little shift from the actual performance of the task and expectations for task performance. There is little doubt that the secretary has a greater involvement in this task since 111 respondents or 93 per cent stated that this was so. The expectations for this task also indicated that the secretary-treasurer is the executive more concerned with the task. One hundred nine respondents, totalling 92 per cent of the total group, indicated that the secretary should have equal or more responsibility for this task, as shown in Table XXIII.

Giving Support to Worthy Community Efforts

A very clear disagreement was indicated in Table XXI for the actual performance of this task. Twenty superintendents, or 46.5 per cent, stated that the task was independently acted upon by the secretary, and 20 superintendents, or 46.5 per cent, stated that the superintendent would only have an advisory role. Thus 93 per cent of the superintendents state that the secretary actually performs this task while the secretary-treasurer

subgroup totalling 44 respondents, or 65 per cent, stated that both executives actually have equal responsibility for the task. The intergroup difference was significant to the .01 level.

Table XXI reveals another significant shift from 93 per cent of the superintendents saying that the secretary-treasurer actually has the major executive role for this task to 93 per cent who state that this task should be performed with equal responsibility by both executives. This intra-group inter-dimensional difference is significant to the .01 level. The secretary-treasurer subgroup respondents totalled 48, or 73 per cent, that the task should be performed equally by both executives.

The total group responses on the *de facto*-normative dimension indicates a definite shift from a lack of consensus as to the degree of performance by the secretary-treasurer to a high 78 per cent consensus by the respondents that the task should be performed equally by the executives of school districts. The *de facto*-normative difference was significant to the .01 level.

Discussion

The seventh task area of Public Relations had five tasks to which secretary-treasurers and district superintendents responded.

Three tasks were indicated as being the equal re-

sponsibility of both executives when the total group responses were compared on the actual performance scale.

1. Interpreting school board policy to the public.
2. Maintaining good relations with the press.
3. Interpreting government acts to the board.

These three tasks when considered from the expectations scale were found to have a considerably greater consensus for equal responsibility than indicated on the *de facto* scale. Both superintendents and secretaries therefore feel that they are a team when dealing in specific tasks of public relations and that they should reinforce this team approach to public relations.

The task of explaining to the public what we are doing required the use of the grouping formula to indicate a consensus on both scales that the superintendent acts on this task while the secretary advises. Both subgroups agreed that the task is being performed as it should be. The superintendent again as the educational leader in an educational organization must assume the posture of being the official communicator of the goals of education locally.

The task of giving support to worthy community efforts was seen to be performed quite differently by the secretaries and superintendents. The difference on the *de facto* scale was significant at the .01 level. The normative scale responses indicated a high consensus by

both subgroups for equal responsibility in the performance of this task.

The task area of public relations is seen to be a team task. To a large extent the success of the schools is dependent upon local support both financially and morally. The school district executives presently act and feel that they should increase their cooperative action to better communicate to all lay groups on matters educational.

CHAPTER VI

RANKING OF TASK AREAS

THE RELATIVE IMPORTANCE OF ADMINISTRATIVE FUNCTIONS

This part of the questionnaire, Part 2, required all respondents to rank the seven administrative task areas of a school district executive in order of importance as the functions are presently performed by the executive and how important each respondent felt that the task area was for his own position as secretary-treasurer or superintendent. The smaller the numeral from one to seven, the greater the importance assigned to the function.

Rank Assignments

The tables located in Appendix H provide the following information:

1. The frequencies by which the respondents indicated their perception of the actual order of importance of the seven administrative functions for their own positions.
2. The frequencies by which the same respondents indicated their perception as to their preference for the order of administrative functions.
3. The percentage response for each ordered function.
4. The median rank assigned to each administrative function.

5. The rank for each administrative function after a Median Test¹ had been applied.

The data located in Table XXIV is a summary showing the actual rank medians of the seven administrative task areas as registered by superintendents. They are listed in order of importance as perceived by the superintendents.

1. Instructional Leadership.
2. Selection and Management of Staff.
3. Administrative Organization and Structure.
4. Management of Pupil Personnel.
5. Public Relations.
6. Provision and Maintenance of School Facilities.
7. School Finance.

The normative scale responses by superintendents indicated no desire to alter these rankings.

The study which was conducted by Stafford² using the same seven administrative areas for school trustees to rank the tasks of the superintendent in British Columbia gave the following order for the seven task areas. The first two were ranked in the same order. From that point

¹Sydney Siegel, Non-Parametric Statistics for the Behavioral Sciences (New York: McGraw-Hill, 1956), p. 111.

²Stafford, op. cit., p. 100.

on there was considerable disagreement between trustees and superintendents as to the order of importance. Following is the order reported by Stafford as indicated by trustees:

- (1) Instructional Leadership
- (2) Selection and Management of Staff
- (3) Management of Pupil Personnel
- (4) Administrative Organization and Structure
- (5.5) Provision and Maintenance of School Facilities
- (5.5) Public Relations
- (7) School Finance.

Discussion

The two studies indicate that both superintendents and trustees have little difficulty in ordering those task areas associated with the traditional role of the superintendent. The other task areas, however, became more difficult to assign a position of rank. The trustees in Stafford's study appear to be even more traditional in their perception of the superintendent since they rank Management of Pupil Personnel as more important for the superintendent than the superintendents themselves see the importance of the task.

Inasmuch as the three task areas ranked lowest by the trustees and superintendents were Provision and Maintenance of School Facilities, Public Relations, and School Finance, it is important to identify an executive who might be responsible to the policy-making board for

these areas. Table XXVI indicates the secretary-treasurer responses. These greatly assist in indicating executive responsibility for those task areas less directly related to the teaching-learning situation.

The secretary-treasurer responses are summarized in Table XXVI as actual rank medians of the same seven administrative task areas. They are listed in order of importance as perceived by the secretary-treasurer for his own executive function.

1. School Finance.
2. Administrative Organization and Structure.
3. Provision and Maintenance of School Facilities.
4. Selection and Management of Staff.
5. Public Relations.
6. Management of Pupil Personnel.
7. Instructional Leadership.

An examination of secretary-treasurer and district superintendent rankings for the seven administrative task areas illustrates a clear polarity of roles in only two of the task areas. In the areas of Instructional Leadership and School Finance there would appear to be little or no chance for either a pressure or vacuum situation to arise.

In each of the other five areas there is a greater chance for executive pressure or executive vacuum in the performance of tasks in these areas. From the secretary-

treasurer point of view there appears to be little pressure in the area of Management of Pupil Personnel since it ranked sixth. There could be an executive vacuum here as the superintendents do not consider this task area in the first three ranks of importance. The secretaries do not consider Public Relations important as a part of their executive function, ranking this task area fifth in importance. The superintendents rank this task area fifth also. A close examination of this task area is necessary in order to ensure component tasks in this area are actually being dealt with in a satisfactory manner. There is little need to discuss here the importance which should be assigned to public relations tasks.

The task area of Selection and Management of Staff was ranked fourth by secretaries and second by superintendents. The apparent pressure to perform in this task area is explained by an examination of the tasks within the area. Each executive sees the task area as important for tasks related to instructional or non-instructional personnel. There was, in reality, no conflict here.

The task area of Provision and Maintenance of School Facilities was considered third in importance by secretaries and sixth by superintendents. There is little chance of a conflict developing in the task area, neither is there an executive vacuum in this task area.

Generally, in task areas wherein there is no clear polarity of superintendent-secretary rankings it would be clearly wise for the school district executive team or the board of school trustees to define the executive functions so as to prevent a conflict or divergence situation from arising thus preventing pressure situations in some task areas where both executives feel responsible, and vacuum situations where neither executive sees himself responsible.

It must be noted also that the particular conditions that superintendents or secretaries work in have little effect on how they ordered the seven general task areas.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

REVIEW OF THE PROBLEM

Over the past 20 years of public education in the Province of British Columbia there have been extensive and numerous changes in the organization of the Department of Education, and in the school districts within the Province. The duties of the district superintendent, as a field officer of the Department, and those of his district co-worker, the secretary-treasurer, have subsequently undergone numerous formal and many informal alterations to reach the present executive tasks which each may perform independently to a greater or lesser degree, or which they may perform as a team. Further, the type of organizational structure within which these executives function will also dictate their operational methods. Indeed, the relationship becomes somewhat customized to conform to particular district needs, the corporate personality of the board of school trustees, the historical attitude to schools of the local electorate, the affluence of the district, and the specific relationship which has occurred or developed between the two executives, either by the effect of time or by alteration due to policy enactment or legislation.

In addition, it is quite conceivable that a superintendent would function quite differently within each school district wherein he is an executive officer. Each district executive must be aware of these many differences but continue to perform his duties with his counterpart so as to advance the process of educating the youth of the Province.

This study was therefore undertaken to examine the roles of the district superintendent and the district secretary-treasurer in British Columbia. A three part questionnaire was sent to superintendents and secretary-treasurers to obtain the following information:

Part 1

Identification data as to position, district appointment, district policy regarding the position, length of service, and extent of duties.

Part 2

The *de facto* and normative responses of superintendents and secretaries for tasks requiring school district executive decision and action.

Part 3

The *de facto* and normative ranks by superintendents and secretary-treasurers for seven administrative task areas. Comparisons were made of the actual task performance and the expected task performance responses of the

superintendent subgroup, the secretary subgroup and the total group to ascertain whether there was disagreement among the respondents as to the degree of executive participation in the task. An attempt was made to discover the extent to which there was consensus on the execution of the task using a grouping formula with the intragroup and intergroup responses. Comparisons were also made of the rankings of the seven administrative task areas by the superintendents and secretary-treasurers in an attempt to discover areas of clear-cut as well as ambiguous task definition.

Part 2 of the questionnaire listed 44 task items in seven general administrative task areas which might be considered the responsibility of either the secretary-treasurer or the superintendent. These were: Instructional Leadership, Selection and Management of Staff Personnel, Pupil Personnel, Provision and Maintenance of School Facilities, School Finance, Administrative Organization and Structure, and Public Relations.

The respondents were requested to indicate on *de facto* and normative scales the degree of their own actual role or the expected role for each of the 44 task items. The five possible responses were:

- A. By the secretary-treasurer with no assistance from the superintendent.
- B. By the secretary-treasurer with some assistance from the superintendent.

- C. By the joint effort of the secretary-treasurer and the superintendent sharing equally the work and responsibility.
- D. By the superintendent with some assistance from the secretary-treasurer.
- E. By the superintendent with no assistance by the secretary-treasurer.

In addition to the tabulation and examination of the responses from the total respondent group, the replies of the secretary-treasurer and district superintendent subgroups were analyzed on both *de facto* and normative scales. The Part 1, Identification Data items were used as the criteria through which it might be possible to identify significant differences between those respondents who classified themselves in Part 1 of the questionnaire.

Part 3 of the questionnaire required the respondents to rank the seven major administrative task areas on the *de facto* and normative scales in the order of importance for their own position as superintendent or secretary-treasurer. A rank of one to seven was required with the numeral one being the most important and the numeral seven the least important. Percentages were calculated and median ranks were found for each of the seven categories. These were then analyzed for significant differences on an intragroup basis and using the criterion items from the Part 1 Identification Data of the questionnaire.

SUMMARY OF FINDINGS

Identification Data

The results of Part 1 of the questionnaire were listed in Table II and discussed with the table presentation. A significant number of secretary-treasurers appeared to be ignorant of the fact that they were executive officers in the school districts employing them despite rather clear indications in the *Public Schools Act*. The superintendents who responded all had a clear insight and understanding of their own positions as executive officers.

Both executive subgroups agree that some of their duties are defined in local policy regulations. The secretary-treasurer and the district superintendent are men of considerable experience with over five years as secretary-treasurer or superintendent. Both executives have been in their present district over two years.

The secretary-treasurers are employed in only one district while over half of the superintendents were allocated to duties in two or more districts.

Executive Functions

The 44 tasks listed in Part 2 of the questionnaire were analyzed. Comparisons were made of intragroup, intergroup, and normative-*de facto* scale differences, as well as using the Part 1 criteria. The frequencies and percentages were analyzed for consensus and the chi-square test

was applied in an attempt to determine the significance of the observed differences. A level of $p \leq .05$ was considered to indicate a significant difference. The tasks are discussed under one of the seven major administrative task areas.

Instructional Leadership

The total respondent group indicated a very high consensus that all five tasks in this area are the responsibility of the superintendent independently of the secretary-treasurer. Little difference existed between the *de facto* and normative responses either on an intragroup or intergroup basis. None of the identification items used in Part 1 were useful as criteria through which any differences could be located. The superintendent in British Columbia is and should be responsible for improving instruction, organizing teacher study groups, evaluating teachers, encouraging teachers to improve their qualifications, and planning the programme of instruction.

Administrative Organization and Structure

On all four of the tasks related to this area there was a clear indication that the superintendent was the executive who had the major role and who should have the major role. These four tasks were organizing local groups for educational planning, planning and organizing school

centralizations, planning administrative organization in the district. The fourth task of developing long-range plans for the orderly growth and improvement of the school system was one which could become a problem unless the various facets of this task are clearly defined.

Management of Pupil Personnel

Five tasks in this area were clearly defined as the primary responsibility of the superintendent. These were: developing procedures for estimating pupil progress; providing students with job information; planning and organizing for beginning pupils; keeping pupil records; dealing with cases of pupil suspension.

The superintendent was granted a slightly greater responsibility for the task related to providing adequate recreational facilities. Since the secretary also has a large area of responsibility in this task, it may be valuable for both executives to examine the sub-tasks involved here.

Significant inter-subgroup differences were located for the task of providing for the safety of pupils. A possible executive conflict situation exists for this task, although the secretary is presently assigned the primary responsibility.

The task of organizing pupil transportation services is now being performed largely by secretary-treasurers but both secretaries and superintendents indicate a desire to provide the superintendent with an advisory role.

Provision and Maintenance of School Facilities

Total group consensus was reached giving the secretary-treasurer the major role in administering the text book rental plan, developing an efficient programme of maintenance, establishing procedures for the storage, distribution, inventory, maintenance, and care of supplies and equipment, and developing an efficient programme of plant operation.

The superintendent was assigned the major role for two tasks: adequate provisions for educational needs, and estimating building needs. One task, that of recommending an architect to the board, was found to be one of equal responsibility in fact, but the total group expectations favoured the secretary assuming the major role.

Three tasks were to be performed equally by the secretary-treasurer and district superintendent. These were: providing the board with information of the policy governing the use of school facilities by the public, selecting suitable school sites, and handling requests from principals for materials and equipment.

Public Relations

This administrative task area was found to be one where both executives saw each task as largely one of equal responsibility. Three tasks increased in consensus on the normative scale. These were: interpreting school board

policy to the public, maintaining good press relations, interpreting government acts to the board.

The task of explaining to the public what is being done in the school was assigned to the superintendent with a strong advisory role performed by the secretary.

The task of giving support to worthy community projects was seen to be done significantly differently by secretaries and by superintendents. However, on the normative scale both subgroups moved towards a consensus for equal responsibility.

School Finance

This general administrative task area was found to be wholly the duty of the secretary-treasurer. His duties include making surveys of pay scales, informing the board regarding salary negotiations, taking part in salary negotiations, preparing specifications for purchasing supplies and equipment, budgeting for school operations.

There was a definite shift by superintendents to include themselves to a greater degree on both scales for the task of budgeting for school operations.

Selection and Management of Staff Personnel

Of the seven tasks in this area three were indicated to be the duty of the secretary-treasurer. These were: employing non-professional staff, engaging a junior executive for the board office and keeping personnel records.

The superintendent was favoured as the executive for the following three tasks: Selecting and directing the work of directors, supervisors, consultants in education, selecting and placing teachers and selecting and placing principals.

One task, that of promoting the general welfare of staff, was viewed as being of equal responsibility for both executives and could become an area of pressure by both executives to perform.

In general the normative reactions of the respondents indicate that the superintendent should take a more active role in tasks related to this task area.

CONCLUSIONS AND IMPLICATIONS

The respondent secretary-treasurers and district superintendents were consciously expressing personal opinions in answering the two scales of this questionnaire. On one scale they indicated by whom the tasks were actually being performed in varying degrees and, on the other scale, which executive should perform the task to a greater or lesser degree.

They have shown that the greatest consensus for sole responsibility is accorded to the superintendent for tasks related to the instructional programme, whereas the next greatest consensus for sole responsibility is accorded to

the secretary-treasurer in tasks related to education finance. Many tasks require close scrutiny by the executive team and the board of school trustees to ensure that neither an executive pressure nor vacuum exists within each task for which the secretary, superintendent, or both, are responsible.

RECOMMENDATIONS

The following recommendations were made:

1. Both executives should encourage the board to develop clear and precise policies regarding school district executive functions.
2. Both executives should study the effectiveness and the efficiency of their executive relationship so as to eliminate conflict or vacuum situations in some task areas.
3. Northerly or remote school districts should be permitted to retain a superintendent full-time in one district as is done in larger districts.
4. The superintendent and secretary should undertake extensive training in the theory and practice of their own specialities, as well as in all task areas of school district administration.
5. The Department of Education, Superintendents' Association, Secretary-Treasurers' Association and School Trustees' Association might well institute a continuous

co-study of the ever changing executive relationship
which is the superintendent-secretary-treasurer
educational executive team in British Columbia
school districts.

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BIBLIOGRAPHY

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APPENDIX

APPENDIX A

COPY OF LETTER

DEPARTMENT OF EDUCATION

Victoria, B.C.

July 13th, 1966

Mr. R.J. McCubbin,
9632 - 83rd Avenue,
EDMONTON, Alberta

Dear Mr. McCubbin:

In reply to the three specific questions in your letter of July 8th, I can report as follows:

1. There are eight school districts in the Province of British Columbia in which the District Superintendent has been named as Chief Executive Officer of the School District. This action has been taken by the Boards concerned, by motion, and actually constitutes a duty of the District Superintendent concerned because there is no provision in the Public Schools Act for such an appointment.
2. There are no school districts in the Province of British Columbia, nor are there any superintendencies in the Province of British Columbia, in which the District Superintendent is not named as an executive officer of the Board.
3. There is at present no written statement for publication of the Department of Education's proposal for amalgamation of school districts. It would be fruitless for you to attempt to obtain one at this time, because the matter of amalgamation is still under active study by a committee of senior officials in this headquarters, and has not yet had approval of the Minister.

- 2 -

I hope that what I have been able to provide for you may be of some value. I am pleased to know that when you plan to begin your study for your Master's Degree at the University of Alberta, that it is your intention to write to the Deputy Minister for permission to conduct it in the Province of British Columbia.

My good wishes for the success of your study accompany this letter.

Yours very truly,

W.D. Reid,
Chief Inspector of Schools.

WDR/jp

APPENDIX B

COPY OF LETTER

DEPARTMENT OF EDUCATION
Victoria, B.C.

August 9, 1966

Mr. Robert J. McCubbin,
9632 - 83rd Avenue,
EDMONTON, Alberta

Dear Mr. McCubbin:

This will acknowledge with thanks your request of August 3 to approach district superintendents of schools and secretary-treasurers of school boards with a questionnaire.

You have my permission to approach these officials provided that prior approval has been obtained from the Board of School Trustees in each case and that completion of the questionnaire is on a voluntary basis. The latter point should be made quite clear in the explanatory letter accompanying the questionnaire.

Yours very truly,

G. Neil Perry
Deputy Minister
of Education

FPL:el

c.c. W.D. Reid

APPENDIX C

COPY OF LETTER

3991 - 244th Street,
R.R. #3,
ANGLEY, B.C.,
January 23, 1967.

Mr. F.M. Reder,
General Secretary,
B.C. School Trustees
Association,
1905 Howe Street,
VANCOUVER 1, B.C.

Dear Mr. Reder:

As part of my graduate programme in Educational Administration at the University of Alberta, I am conducting a study of the executive functions performed at the school district level by the superintendent and secretary-treasurer with a view to identifying administrative tasks and administrative task areas where administrative pressure may occur to perform the task or where an administrative vacuum may exist in the task performed. Simply stated, the former occurs when two executives feel responsible for the same task and the latter occurs when neither executive feels responsible for the task or function.

Written approval to conduct the study has been obtained from Dr. Neil G. Perry, Deputy Minister of Education and approval will be obtained from the boards of trustees of the districts concerned, before either the superintendent or secretary-treasurer are approached. I hope that this procedure meets with your approval. In addition, the Superintendents' Association and the Secretary-Treasurers' Association have been informed of my intention to conduct the study.

The data obtained from the questionnaire is coded in such a way as to retain it in strictest confidence. The names of school districts or individual respondents will not appear on any data form or on the questionnaire. The intent of the study is to analyse executive functions in general and not individuals or single school districts.

- 2 -

It is my sincere hope to obtain 100% support from both the superintendent and secretary-treasurer respondent groups. The support and co-operation of your association would be most appreciated in this endeavour.

If you require further information, please do not hesitate to write me.

Yours sincerely,

R. J. McCubbin.

RJM/kj

APPENDIX D

COPY OF LETTER

BRITISH COLUMBIA SCHOOL TRUSTEES ASSOCIATION
Vancouver 1, B.C.

January 27, 1967

Mr. R.J. McCubbin
3991 - 244th Street
R.R. #3
Langley, B.C.

Dear Mr. McCubbin:

Reference yours of January 23, 1967, attached is a communication directed to all school districts in B.C. You will note that co-operation is solicited in your proposed study.

This office will also be prepared to assist you in the mailing of material to the school districts through the use of our addressograph should you wish to avail yourself of this service. Our Trustee Reference Manual and policy statements may also be of interest to you in your study. Our library which is quite comprehensive is at your disposal.

Your subject is one which has occasioned a great deal of thought since 1946. As school districts continue to grow the question of overall district executive responsibility will assume even larger proportions.

On completion of your task, we would be grateful to receive a copy of your thesis for our reference library.

Yours truly

B.C. SCHOOL TRUSTEES ASSOCIATION

F.M. Reder
General Secretary

JNB:ps

Enclosure

APPENDIX E

COPY OF LETTER

BRITISH COLUMBIA SCHOOL TRUSTEES ASSOCIATION
Vancouver 1, B.C.

January 27, 1967

GC:8.67

TO: The Secretary-Treasurer
Board of School Trustees
All School Districts in B.C.

RE: Study by Mr. R.J. McCubbin

Attached is a copy of a letter received from Mr. R.J. McCubbin.

You will note that he is conducting a study of the executive functions of district superintendents and secretary-treasurers, and will be seeking the permission of some of our school boards before approaching their officials.

It is suggested that this interesting and worthwhile project is one deserving of our support, and it is recommended that school boards and officials extend their co-operation to Mr. McCubbin.

B.C. SCHOOL TRUSTEES ASSOCIATION

F.M. Reder
General Secretary

JNB:ps

Enclosure

c.c. Chairman of Board
District Superintendent

APPENDIX F

LETTER ACCOMPANYING THE QUESTIONNAIRE

3991 - 244th Street,
R.R. #3,
Langley, B.C.,
February 1, 1967.

DISTRICT SUPERINTENDENTS AND SECRETARY-TREASURERS OF PUBLIC SCHOOLS IN BRITISH COLUMBIA.

I am writing to ask your co-operation in the completion of the enclosed questionnaire which is concerned with identifying the administrative tasks and executive functions performed by the district superintendent and the secretary-treasurer in British Columbia.

This questionnaire is part of a larger study of school district executive functions and forms the major part of my graduate work. The study is being conducted with the approval of the Department of Educational Administration at the University of Alberta, Edmonton.

Approval to conduct the study has been received from Dr. Neil Perry, Deputy Minister of Education. The co-operation of the B.C. School Trustees Association has also been received. A letter confirming that co-operation has been forwarded to your Board chairman. Letters of information have also been sent to the Superintendents' Association and the Secretary-Treasurers' Association. A copy of the completed study will be made available to each of the above organizations on request.

The data to be analyzed will be obtained from the responses of superintendents and secretary-treasurers to the forty-four task items of the enclosed questionnaire. The replies by individuals are deemed confidential and under no circumstances will be available to anyone other than myself. In completed form the data will be a summation of responses with no individuals or school districts mentioned. The present study is of executive functions, not of school districts or their individual executives. The superintendent-secretary team may work effectively in many different ways.

- 2 -

Although your response to the questionnaire is voluntary, you may desire to obtain the permission of your Board before you reply. It is my sincere hope to obtain 100% support from both the superintendent and secretary-treasurer respondent groups. If for some reason your reply is not received within a month, a reminder card will be sent to you.

You are requested to complete this questionnaire independently of other respondents.

Thank you for giving serious thought to the enclosed questionnaire and mailing it to me at your earliest convenience using the enclosed, stamped, self-addressed envelope.

Yours sincerely,

R.J. McCubbin.

APPENDIX G

T H E I N S T R U M E N T

SCHOOL DISTRICT EXECUTIVE FUNCTIONS

QUESTIONNAIRE

Part 1

Identification Data

DIRECTIONS

Please answer each item below as it applies to you in your present position.

A. Your position (Please circle one number)

1. District Superintendent
2. District Secretary-Treasurer

B. District Appointment (Please circle one number)

1. Executive Officer of the Board.
2. Chief Executive Officer of the Board.
3. Neither of the above.

C. District Policy (Please circle one number)

1. All duties are defined in district policy regulations.
2. Some duties are defined in district policy regulations.
3. None of my duties are defined in district policy regulations.

D. Length of Service (Please complete each item)

In your present official position:years.

In your present district:years.

E. Extent of Duties (Please circle one number)

1. Full time in one school district.
2. Part time in two school districts.
3. Part time in three school districts.
4. Part time in four or more school districts.

Part 2 School District Executive Functions Questionnaire

This questionnaire is part of a study of the executive functions performed by district superintendents and secretary-treasurers in British Columbia. The study is designed to learn what you as a school district executive ARE doing in each of a number of task items in the questionnaire, as well as what you as an executive think you SHOULD be doing in the same task.

DIRECTIONS

You are asked to mark the questionnaire according to the following directions:

1. Indicate who would assume the responsibility for seeing that the tasks presented are carried out, and where a co-operative method would be employed, indicate the degree of participation by the superintendent and the secretary-treasurer.
2. Each task item is accompanied by two scales. You are to mark both scales for each task item.
3. On the "W" scale, indicate the way the task WOULD be implemented in your district.
4. On the "S" scale, indicate the way you think the task SHOULD be implemented in your district.
5. You are asked to assume that none of the work would be done by your board of school trustees.
6. If the work is actually done by another person such as a principal, accountant, supervisor, or building foreman, mark the item on the basis of who would direct his activities and who should direct his activities.
7. For each task item please mark only one of the five possible positions on the "W" scale and only one of the positions on the "S" scale.

Your complete frankness is invited with the GUARANTEE that all information will be treated as confidential and will remain so. No personal or school district names will be used in the completed study.

MARKING KEY:

- A - By the secretary-treasurer with NO assistance from the superintendent.
- B - By the secretary-treasurer with SOME assistance from the superintendent.
- C - By joint effort of the secretary-treasurer and the superintendent sharing equally the work and the responsibility.
- D - By the superintendent with SOME assistance from the secretary-treasurer.
- E - By the superintendent with NO assistance from the secretary-treasurer.

EXAMPLE ITEM:

The two positions marked above would indicate that in your district the secretary-treasurer WOULD do this job with no assistance from the superintendent, but that you think that these two people SHOULD work together on the task and be jointly responsible for the results.

SCHOOL DISTRICT EXECUTIVE FUNCTIONS

Please refer to the keys provided and circle the code letter which best applies for each item on the "W" (would) and "S" (should) scales.

1.	Estimating the building needs of the school district.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
2.	Administering the text-book rental plan.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
3.	Organizing teacher study groups, projects, conferences, etc. aimed at improving the quality of instruction.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
4.	Interpreting School Board policy to the public.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
5.	Employing non-professional staff (bus drivers, caretakers, repairmen, stenographers, etc.)	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
6.	Evaluating the work of teachers and reporting regularly to the board of school trustees.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E

MARKING KEY:

- A - By the secretary-treasurer with NO assistance from the superintendent.
- B - By the secretary-treasurer with SOME assistance from the superintendent.
- C - By joint effort of the secretary-treasurer and the superintendent sharing equally the work and the responsibility.
- D - By the superintendent with SOME assistance from the secretary-treasurer.
- E - By the superintendent with NO assistance from the secretary-treasurer.

7.	Establishing procedures for the storage, distribution, inventory, maintenance, and care of supplies and equipment.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
8.	Selecting and placing teachers.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
9.	Making certain in preliminary planning that there is adequate provision for educational needs.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
10.	Keeping pupil personnel records (census, promotion results, special problems).	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
11.	Selecting suitable school sites.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
12.	Explaining to the public what we are trying to do in the schools.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
13.	Engaging a new junior executive for the school board office.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
14.	Planning for provision of adequate recreational facilities.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
15.	Handling requests from principals for materials and equipment.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
16.	Providing for the safety of pupils.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
17.	Participating in salary negotiations.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E

MARKING KEY:

- A - By the secretary-treasurer with NO assistance from the superintendent.
- B - By the secretary-treasurer with SOME assistance from the superintendent.
- C - By joint effort of the secretary-treasurer and the superintendent sharing equally the work and the responsibility.
- D - By the superintendent with SOME assistance from the secretary-treasurer.

18.	Planning the administrative organization within the school district.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
19.	Maintaining good relations with the local press.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
20.	Improving instruction through visiting classrooms and conferring with teachers.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
21.	Developing an efficient programme of plant operation.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
22.	Preparing specifications for the purchase of supplies and equipment.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
23.	Planning the programme of instruction to be offered by the schools, especially at the high school level.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
24.	Organizing pupil transportation services.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
25.	Selecting and placing principals.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
26.	Developing long-range plans for the orderly growth and improvement of the school system.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
27.	Dealing with cases of suspension, expulsion, irregular attendance, and other special problems.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
28.	Developing an efficient programme of maintenance.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E

MARKING KEY:

- A - By the secretary-treasurer with NO assistance from the superintendent.
- B - By the secretary-treasurer with SOME assistance from the superintendent.
- C - By joint effort of the secretary-treasurer and the superintendent sharing equally the work and the responsibility.
- D - By the superintendent with SOME assistance from the secretary-treasurer.
- E - By the superintendent with NO assistance from the secretary-treasurer.

29.	Interpreting provincial acts and policies or regulations to the Board and to the public (grant regulations, etc.)	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
30.	Promoting the general welfare of the staff (working conditions, teaching load, etc.)	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
31.	Budgeting for school operations.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
32.	Organizing of local groups or committees for participation in educational planning and activities.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
33.	Selecting and directing the work of suitable professional assistants (directors, consultants, supervisors, special counsellors, etc.)	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
34.	Providing students with information about future job and educational opportunities.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
35.	Recommending an architect to the board of trustees.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
36.	Planning and organizing for beginning pupils (age of admission, testing, parent interviews, etc.)	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
37.	Providing the Board with information for the formulation of policy governing the use of school facilities by the public.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E

MARKING KEY:

- A - By the secretary-treasurer with NO assistance from the superintendent.
- B - By the secretary-treasurer with SOME assistance from the superintendent.
- C - By joint effort of the secretary-treasurer and the superintendent sharing equally the work and the responsibility.
- D - By the superintendent with SOME assistance from the secretary-treasurer.
- E - By the superintendent with NO assistance from the secretary-treasurer.

38.	Giving active support to worthy community efforts.	W	-	A	B	C	D	E
		S		A	B	C	D	E
39.	Keeping the Board informed regarding teacher salary trends.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
40.	Developing procedures for estimating how well pupils are doing in school.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
41.	Making surveys with respect to equitable pay scales for other employees of the school district.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
42.	Planning and organizing school centralizations.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
43.	Encouraging teachers to improve their qualifications by attending summer school, taking night school classes, etc.	W	-	A	B	C	D	E
		S	-	A	B	C	D	E
44.	Keeping personnel records of teaching and non-teaching staff (qualifications, experience, special abilities, etc.)	W	-	A	B	C	D	E
		S	-	A	B	C	D	E

Part 3 Relative Importance of Administrative Functions

Seven broad areas of administrative function in school district organization are listed below. Please rank these from 1 to 7 in the order of importance as you see them for your own executive position in the school district. Place the number 1 for the most important, the number 2 by the next in importance, and so on. MARK BOTH THE "S" (should) AND "W" (would) SCALES.

		W	S
(a)	Administrative Organization and Structure	()	()
(b)	Instructional Leadership	()	()
(c)	Management of Pupil Personnel	()	()
(d)	Provision and Maintenance of School Facilities	()	()
(e)	Public Relations .	()	()
(f)	School Finance .	()	()
(g)	Selection and Management of Staff	()	()

Thank-you very much for your co-operation.

Please return completed questionnaire in envelope provided to:

R.J. McCubbin
3991 - 244 St., R.R. #3
ANGLEY, B.C.

APPENDIX H

PART 2

RESPONSE DISTRIBUTIONS

- (a) Tasks are numbered in order
- (b) The second set of figures show per cent of response
- (c) Actual task response is indicated in Table XXIV
- (d) Expectation for task performance is indicated in Table XXV.

PART 3

RESPONSE DISTRIBUTIONS

- (a) Relative importance of actual administrative function by district superintendents
- (b) Expectations of district superintendents for the relative importance of administrative functions
- (c) Relative importance of actual administrative functions by secretary-treasurers
- (d) Expectations of secretary-treasurers for the relative importance of administrative functions.

TABLE XXIV

RESPONSE FREQUENCIES OF ACTUAL TASK PERFORMANCE AS REPORTED BY DISTRICT SUPERINTENDENTS AND SECRETARY-TREASURERS

Task No.	Group	Response Alternatives										No Response	Total
		A		B		C		D		E			
		N	%	N	%	N	%	N	%	N	%		
1	Supt.	0	0	2	4	13	29	22	49	8	18	0	45
	Secy.	2	3	8	11	32	44	28	39	2	3	0	72
2	Supt.	29	64	14	31	1	2	0	0	1	2	0	45
	Secy.	63	88	5	7	2	2.5	0	0	2	2.5	0	72
3	Supt.	0	0	0	0	0	0	5	11	40	89	0	45
	Secy.	0	0	0	0	0	0	10	14	59	86	3	72
4	Supt.	1	2	5	11	33	74	5	11	1	2	0	45
	Secy.	12	17	12	17	41	57	3	4	4	5	0	72
5	Supt.	3	69	13	29	0	0	0	0	1	2	0	45
	Secy.	65	90	6	9	0	0	0	0	1	1	0	72
6	Supt.	0	0	0	0	0	0	0	0	45	100	0	45
	Secy.	0	0	0	0	0	0	2	3	70	97	0	72
7	Supt.	15	33	24	53	6	13	0	0	0	0	0	45
	Secy.	48	67	17	24	6	8	1	1	0	0	0	72
8	Supt.	0	0	0	0	0	0	3	7	42	93	0	45
	Secy.	1	1	0	0	3	4	17	24	50	71	1	72
9	Supt.	0	0	2	4	11	24	21	47	11	24	0	45
	Secy.	0	0	4	5	27	38	26	36	15	21	0	72
10	Supt.	0	0	0	0	1	2	7	16	36	82	1	45
	Secy.	1	1	0	0	0	0	8	12	61	87	2	72
11	Supt.	2	5	6	14	26	59	8	18	2	5	2	45
	Secy.	8	11	10	14	43	62	8	12	1	1	0	72
12	Supt.	0	0	1	2	14	31	14	31	16	36	0	45
	Secy.	1	1	3	4	19	27	27	38	21	30	1	72
13	Supt.	22	49	16	36	6	13	0	0	1	2	0	45
	Secy.	48	69	17	24	4	6	1	1	0	0	2	72

TABLE XXIV (Continued)

Task No.	Group	Response Alternatives										No Response	Total
		A		B		C		D		E			
		N	%	N	%	N	%	N	%	N	%		
14	Supt.	1	2	5	12	17	40	17	40	3	7	2	45
	Secy.	3	5	12	18	27	40	19	28	6	9	5	72
15	Supt.	2	5	20	44	18	40	4	9	1	2	2	45
	Secy.	21	29	33	46	16	22	2	3	0	0	0	72
16	Supt.	2	5	4	9	28	65	9	21	0	0	2	45
	Secy.	15	22	15	22	32	46	4	6	3	4	3	72
17	Supt.	16	36	17	38	11	24	1	2	0	0	0	45
	Secy.	39	55	25	35	7	10	0	0	0	0	1	72
18	Supt.	1	2	4	9	18	40	6	13	16	36	0	45
	Secy.	12	17	8	11	28	39	14	19	10	14	0	72
19	Supt.	1	2	6	13	36	80	2	4	0	0	0	45
	Secy.	16	23	14	20	37	52	3	4	1	1	1	72
20	Supt.	0	0	0	0	0	0	0	0	45	100	0	45
	Secy.	0	0	0	0	0	0	2	3	70	97	0	72
21	Supt.	13	29	16	36	11	24	2	5	3	7	0	45
	Secy.	36	52	18	26	15	21	1	1	0	0	2	72
22	Supt.	11	25	21	48	7	16	5	11	0	0	1	45
	Secy.	33	46	25	35	12	16	2	3	0	0	0	72
23	Supt.	0	0	0	0	0	0	3	7	42	93	0	45
	Secy.	0	0	0	0	0	0	2	3	70	97	0	72
24	Supt.	12	29	21	50	6	14	1	2	2	5	3	45
	Secy.	38	54	19	27	10	14	3	4	1	1	1	72
25	Supt.	0	0	0	0	0	0	6	14	38	86	1	45
	Secy.	0	0	0	0	2	3	17	24	52	73	1	72
26	Supt.	0	0	1	2	26	58	12	27	6	13	0	45
	Secy.	0	0	5	7	45	63	16	22	6	8	0	72
27	Supt.	0	0	0	0	2	5	4	9	39	87	0	45
	Secy.	0	0	1	1	6	8	22	31	43	60	0	72

TABLE XXIV (Continued)

Task No.	Group	Response Alternatives										No Response	Total
		A		B		C		D		E			
		N	%	N	%	N	%	N	%	N	%		
28	Supt.	20	47	20	47	3	7	0	0	0	0	0	45
	Secy.	46	65	20	28	4	6	1	1	0	0	2	72
29	Supt.	2	4	10	22	29	64	4	9	0	0	0	45
	Secy.	17	23	13	18	40	55	0	0	3	4	0	72
30	Supt.	0	0	2	3	15	33	15	33	14	31	0	45
	Secy.	0	0	1	2	36	50	16	22	19	26	0	72
31	Supt.	2	4	18	40	24	53	1	2	0	0	0	45
	Secy.	14	19.5	44	61	14	19.5	0	0	0	0	0	72
32	Supt.	0	0	0	0	6	13	14	31	25	26	0	45
	Secy.	2	3	2	3	17	25	15	22	31	46	0	72
33	Supt.	0	0	0	0	0	0	0	0	45	100	0	45
	Secy.	0	0	0	0	0	0	4	6	67	94	1	72
34	Supt.	0	0	0	0	0	0	1	2	43	98	1	45
	Secy.	0	0	0	0	4	6	4	6	63	89	1	72
35	Supt.	7	16	5	11	27	61	3	7	2	5	1	45
	Secy.	18	25	10	14	39	55	3	4	1	1	1	72
36	Supt.	0	0	0	0	1	2	3	7	41	91	0	45
	Secy.	0	0	1	1	1	1	7	10	63	88	0	72
37	Supt.	5	11	16	36	20	45	3	7	0	0	1	45
	Secy.	25	36	23	33	19	27	2	3	1	1	2	72
38	Supt.	20	46.5	20	46.5	3	7	0	0	0	0	2	45
	Secy.	11	16	4	6	44	65	6	9	3	4	4	72
39	Supt.	16	36	16	36	11	25	1	2	0	0	1	45
	Secy.	49	68	14	19.5	8	11	0	0	1	1	0	72
40	Supt.	0	0	0	0	0	0	0	0	45	100	0	45
	Secy.	0	0	0	0	0	0	1	1	71	99	0	72
41	Supt.	31	70	11	25	2	5	0	0	0	0	1	45
	Secy.	64	89	7	10	0	0	0	0	1	1	0	72

TABLE XXIV (Continued)

Task No.	Group	Response Alternatives										No Response	Total
		A		B		C		D		E			
		N	%	N	%	N	%	N	%	N	%		
42	Supt.	0	0	0	0	10	22	25	56	10	22	0	45
	Secy.	1	1	3	4	33	47	23	33	10	15	2	72
43	Supt.	0	0	0	0	0	0	3	7	42	93	0	45
	Secy.	0	0	1	2	5	7	8	11	56	80	2	72
44	Supt.	6	14	5	12	28	65	3	7	1	1	2	45
	Secy.	32	45	13	18	23	32	1	1	3	4	0	72

TABLE XXV

RESPONSE FREQUENCIES OF EXPECTED TASK PERFORMANCE AS REPORTED
BY DISTRICT SUPERINTENDENTS AND SECRETARY-TREASURERS

Task No.	Group	Response Alternatives										No Response	Total
		A		B		C		D		E			
		N	%	N	%	N	%	N	%	N	%	N	%
1	Supt.	0	0	0	0	13	30	24	55	7	15	1	45
	Secy.	0	0	4	6	39	55	27	38	1	1	1	72
2	Supt.	26	60	14	33	2	5	0	0	1	2	2	45
	Secy.	51	75	12	18	2	3	1	1	2	3	4	72
3	Supt.	0	0	0	0	0	0	6	14	38	86	1	45
	Secy.	0	0	0	0	1	2	15	22	51	76	5	72
4	Supt.	0	0	1	2	9	21	16	36	18	41	1	45
	Secy.	0	0	0	0	24	35	27	40	17	25	4	72
5	Supt.	31	69	13	29	0	0	0	0	1	2	0	45
	Secy.	65	90	6	9	0	0	0	0	1	1	0	72
6	Supt.	0	0	0	0	0	0	0	0	44	100	1	45
	Secy.	0	0	0	0	1	1	2	3	67	96	2	72
7	Supt.	16	36	19	43	9	21	0	0	0	0	1	45
	Secy.	38	56	25	37	6	7	0	0	0	0	3	72
8	Supt.	0	0	0	0	0	0	3	7	42	93	0	45
	Secy.	1	1	0	0	3	4	17	24	50	71	1	72
9	Supt.	0	0	0	0	9	21	22	49	13	30	1	45
	Secy.	0	0	1	1	30	42	28	40	12	17	1	72
10	Supt.	0	0	0	0	1	2	7	17	35	81	2	45
	Secy.	0	0	1	1	1	1	7	11	59	87	4	72
11	Supt.	1	2	2	5	31	72	7	16	2	5	2	45
	Secy.	2	3	8	12	52	77	6	8	0	0	4	72
12	Supt.	0	0	1	2	9	21	16	36	18	41	1	45
	Secy.	0	0	0	0	24	35	27	40	17	25	4	72
13	Supt.	22	49	16	36	6	13	0	0	1	2	0	45
	Secy.	48	69	17	24	4	6	1	1	0	0	2	72

TABLE XXV (Continued)

Task No.	Group	Response Alternatives										No Response	Total
		A		B		C		D		E			
		N	%	N	%	N	%	N	%	N	%		
14	Supt.	0	0	3	7.5	17	40	19	45	3	7.5	3	45
	Secy.	0	0	8	12	35	52	18	27	6	9	5	72
15	Supt.	0	0	17	39	15	33	10	23	2	5	1	45
	Secy.	7	10	38	54	21	30	3	4	1	2	2	72
16	Supt.	0	0	5	12	27	64	10	24	0	0	3	45
	Secy.	2	3	21	32	36	55	4	6	3	4	6	72
17	Supt.	8	18	18	41	15	34	3	7	0	0	1	45
	Secy.	24	35	27	40	14	21	2	3	1	1	4	72
18	Supt.	1	2	4	9	18	40	6	13	16	36	0	45
	Secy.	12	17	8	11	28	39	14	19	10	14	0	72
19	Supt.	0	0	3	7	36	82	5	11	0	0	1	45
	Secy.	4	6	16	23	47	67	2	3	1	1	2	72
20	Supt.	0	0	0	0	0	0	1	2	43	98	1	45
	Secy.	0	0	0	0	0	0	3	4	68	90	1	72
21	Supt.	10	23	16	36	10	23	5	11	3	7	1	45
	Secy.	28	42	22	33	16	24	1	1	0	0	5	72
22	Supt.	5	12	23	53	9	21	6	14	0	0	2	45
	Secy.	16	23	30	44	21	31	1	1	1	1	3	72
23	Supt.	0	0	0	0	0	0	3	7	41	93	1	45
	Secy.	0	0	0	0	0	0	3	4	67	96	2	72
24	Supt.	9	22	21	51	9	22	1	2.5	1	2.5	4	45
	Secy.	24	35	29	42	13	19	2	3	1	1	3	72
25	Supt.	0	0	0	0	0	0	6	14	37	86	2	45
	Secy.	0	0	0	0	3	4	15	22	51	74	3	72
26	Supt.	0	0	1	2	26	58	12	27	6	13	0	45
	Secy.	0	0	5	7	45	63	16	22	6	8	0	72
27	Supt.	0	0	0	0	2	5	5	11	37	84	1	45
	Secy.	1	1	0	0	7	10	19	27	43	62	2	72

TABLE XXV (Continued)

Task No.	Group	Response Alternatives										No. Response	Total
		A		B		C		D		E			
		N	%	N	%	N	%	N	%	N	%		
28	Supt.	15	33	23	51	3	7	0	0	4	9	0	45
	Secy.	32	47	29	43	7	10	0	0	0	0	4	72
29	Supt.	2	5	6	14	30	68	5	11	1	2	1	45
	Secy.	11	16	13	19	43	61	0	0	3	4	2	72
30.	Supt.	0	0	0	0	13	30	18	41	13	30	1	45
	Secy.	0	0	0	0	37	52	18	25	16	23	1	72
31	Supt.	1	2	12	27	28	64	3	7	0	0	1	45
	Secy.	4	6	47	66	19	27	1	1	0	0	1	72
32	Supt.	0	0	0	0	6	13	14	31	25	56	0	45
	Secy.	2	3	2	3	17	25	15	22	31	46	0	72
33	Supt.	0	0	0	0	0	0	0	0	44	100	0	45
	Secy.	0	0	0	0	0	0	4	6	65	94	3	72
34	Supt.	0	0	0	0	0	0	2	5	41	95	2	45
	Secy.	0	0	0	0	4	6	4	6	61	88	3	72
35	Supt.	3	7	4	9	29	68	6	14	1	2	2	45
	Secy.	10	15	9	13	47	68	2	3	1	1	3	72
36	Supt.	0	0	0	0	1	2	3	7	40	91	1	45
	Secy.	0	0	1	1	1	1	6	9	62	89	2	72
37	Supt.	3	7	11	26	25	58	4	9	0	0	2	45
	Secy.	12	18	28	42	26	39	1	1	1	1	4	72
38	Supt.	0	0	2	5	39	93	0	0	1	2	3	45
	Secy.	6	10	5	7	48	73	5	6	2	3	6	72
39	Supt.	8	19	22	51	11	26	2	5	0	0	2	45
	Secy.	37	54	21	31	10	14	0	0	1	1	3	72
40	Supt.	0	0	0	0	0	0	0	0	44	100	1	45
	Secy.	0	0	0	0	0	0	3	4	68	96	1	72
41	Supt.	26	62	14	33	2	5	0	0	0	0	3	45
	Secy.	57	84	10	15	0	0	0	0	1	1	4	72

TABLE XXV (Continued)

Response Alternatives

Task No.	Group	A		B		C		D		E		No Response	Total
		N	%	N	%	N	%	N	%	N	%		
42	Supt.	0	0	0	0	10	22	25	56	10	22	0	45
	Secy.	1	1	3	4	33	47	23	33	10	15	2	72
43	Supt.	0	0	0	0	0	0	3	7	41	93	1	45
	Secy.	0	0	0	0	7	10	7	10	55	80	3	72
44	Supt.	5	12	6	14	24	57	6	14	1	2	3	45
	Secy.	24	35	14	20	27	39	1	1	3	4	3	72

TABLE XXVI
RELATIVE IMPORTANCE OF ACTUAL ADMINISTRATIVE FUNCTIONS
BY DISTRICT SUPERINTENDENTS

Administrative Function ^a	Frequencies of Assigned Ranks ^b														O M I T	N	R ^c			
	1		2		3		4		5		6		7							
	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
I	7	16	5	12	18	44	9	21	1	2	3	7	0	0	2	43	3			
II	27	64	4	9	5	12	4	10	1	2	2	5	0	0	2	43	1			
III	1	2	4	9	6	14	7	16	8	18	5	12	12	28	2	43	4			
IV	1	2	6	15	2	4	8	18	9	21	8	21	8	20	2	43	6			
V	0	0	1	2	0	0	10	23	18	42	11	26	3	7	2	43	5			
VI	0	0	1	2	2	5	2	5	7	16	12	28	19	45	2	43	7			
VII	7	16	22	52	10	24	3	7	0	0	0	0	1	2	2	43	2			

^aAdministrative Functions:

- I Administrative Organization and Structure
- II Instructional Leadership
- III Management of Pupil Personnel
- IV Provision and Maintenance of School Facilities
- V Public Relations
- VI School Finance
- VII Selection and Management of Staff

^bThe lower the Arabic numeral the greater the importance of the administrative function.

^cRank assigned after Median Test.

TABLE XXVII

EXPECTATIONS OF DISTRICT SUPERINTENDENTS FOR THE RELATIVE IMPORTANCE OF ADMINISTRATIVE FUNCTIONS

Administrative Function ^a	Frequencies of Assigned Ranks ^b														O M I T	N	R ^c
	1	2	3	4	5	6	7	N	%	N	%	N	%	N	%		
I	5	12	8	20	11	26	13	30	3	6	2	4	1	2	2	43	3
II	31	74	5	12	3	7	2	5	0	0	0	0	1	2	3	42	1
III	1	2	7	16	6	14	5	12	8	18	3	7	12	28	3	42	4
IV	2	5	1	2	5	12	5	12	8	18	14	34	8	20	2	43	6
V	0	0	1	2	6	15	11	26	17	40	6	14	2	5	2	43	5
VI	0	0	1	2	1	2	2	4	5	12	16	36	18	42	2	43	7
VII	4	9	20	48	11	26	5	12	1	2	0	0	1	2	3	42	2

^aAdministrative Functions:

- I Administrative Organization and Structure
- II Instructional Leadership
- III Management of Pupil Personnel
- IV Provision and Maintenance of School Facilities
- V Public Relations
- VI School Finance
- VII Selection and Management of Staff

^bThe lower the Arabic numeral the greater the importance of the administrative function.

^cRank assigned after Median Test.

TABLE XXVIII
RELATIVE IMPORTANCE OF ACTUAL ADMINISTRATIVE FUNCTIONS
BY SECRETARY-TREASURERS

Administrative Function ^a	Frequencies of Assigned Ranks ^b														O M I T	N	R ^c			
	1		2		3		4		5		6		7							
	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
I	20	29	15	22	13	19	8	12	13	19	1	1	0	0	3	69	2			
II	7	14	3	4	3	4	1	1	4	6	21	31	29	43	5	67	7			
III	0	0	3	4	1	2	6	9	6	9	26	38	26	38	5	67	6			
IV	9	13	20	29	18	26	12	17	8	12	3	4	0	0	3	69	3			
V	1	1	4	6	11	16	14	21	25	36	5	7	10	14	3	69	5			
VI	31	42	15	22	7	10	5	7	7	10	4	6	1	1	3	69	1			
VII	2	3	11	16	17	25	23	34	9	13	6	9	2	3	3	67	4			

^aAdministrative Functions:

- I Administrative Organization and Structure
- II Instructional Leadership
- III Management of Pupil Personnel
- IV Provision and Maintenance of School Facilities
- V Public Relations
- VI School Finance
- VII Selection and Management of Staff

^bThe lower the Arabic numeral the greater the importance of the administrative function.

^cRank assigned after Median Test.

TABLE XXIX
EXPECTATIONS OF SECRETARY-TREASURERS FOR THE RELATIVE
IMPORTANCE OF ADMINISTRATIVE FUNCTIONS

Administrative Function ^a	Frequencies of Assigned Ranks ^b														O M I	
	1		2		3		4		5		6		7			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
I	20	31	14	22	11	17	12	18	7	11	0	0	0	0	8 64 2	
II	7	11	3	5	2	3	2	3	2	3	19	30	28	45	9 63 7	
III	0	0	2	3	2	3	1	1	7	11	27	44	24	38	9 63 6	
IV	10	15	14	22	15	23	9	14	13	20	4	6	0	0	7 65 3	
V	1	2	4	6	12	20	12	20	22	35	5	8	9	14	7 65 5	
VI	24	39	15	23	10	15	6	9	5	9	4	6	1	2	7 65 1	
VII	3	5	14	22	13	20	21	31	10	15	2	4	1	2	8 64 4	

^aAdministrative Organization and Structure

- I Administrative Organization and Structure
- II Instructional Leadership
- III Management of Pupil Personnel
- IV Provision and Maintenance of School Facilities
- V Public Relations
- VI School Finance
- VII Selection and Management of Staff

^bThe lower the Arabic numeral the greater the importance of the administrative function.

^cRank assigned after Median Test

APPENDIX I

DUTIES OF SCHOOL DISTRICT EXECUTIVES FUNCTIONING IN A UNITARY FORM OF ADMINISTRATION WITHIN BRITISH COLUMBIA

- (a) Duties of a Chief Executive Officer
- (b) Duties of a Secretary-Treasurer

(a) Chief Executive Officer

In the administration of affairs of the School District, within the jurisdiction of the Board of School Trustees, the Chief Executive Officer shall be directly responsible to the Board of School Trustees and shall

1. attend, if it is feasible to do so, all meetings of standing or special committees of the Board of School Trustees.
2. carry out the policies and regulations of the Board of School Trustees.
3. be responsible to the Board of School Trustees for the organization, direction, and efficient operation of all services and departments needed in the conduct of Board affairs.
4. recommend to the Board of School Trustees all appointments, promotions, suspensions, dismissals and retirements of Board employees.
5. appoint the necessary temporary staff for the operation of the Departments of the Board, and the required substitute or temporary teaching staff for the schools in the School District.

(b) Department of Business Administration

The Department of Business Administration is concerned with the keeping of the accounts and all books and records of the School District; the purchase and distribution of and payment for all materials, equipment and supplies for all departments; the administration of the School District's payroll and all matters relating to the business administration of the School District.

The Secretary-Treasurer is in charge of this department and he is directly responsible to the Chief Executive Officer of the Board for the economical and efficient management of the business administration of the School District.

In the absence of the Chief Executive Officer, the Secretary-Treasurer will act in his stead with respect to the direction of the Departments of Transportation and Maintenance and all other administrative functions of the School District.

Duties of the Secretary-Treasurer

The Secretary-Treasurer is charged with the responsibility of:-

I.

1. Discharging the special duties prescribed for a Secretary-Treasurer by the Public Schools Act and by any regulations, rules or orders made thereunder.

II.

1. Preparing an agenda for each regular or special meeting of the Board of School Trustees. The agenda together with relevant data for each regular meeting shall be in the hands of Trustees and Chief Executive Officer at least two days prior to each regular meeting.
2. Ensuring that a true copy of the proceedings of each regular and special meeting of the Board of School Trustees is kept and a copy forwarded to each Trustee and the Chief Executive Officer within two days after such meetings.

III.

1. Complying with the accounting and administrative procedures prescribed by the Department of Education.

2. The safe keeping and custody of all monies, bonds, deeds, titles, and legal documents relating to the business of the Board of School Trustees.
3. Ensuring that all contracts between the Board of School Trustees and second parties conform with legal requirements and are properly discharged by the said second parties.
4. Ensuring that the Board of School Trustees in accordance with its policy is fully protected against any loss or damage which might arise directly or indirectly due to theft, fire, explosion or any other cause including negligence or misfeasance by employees of the Board.
5. Placing of all legal notices and advertisements in newspapers or journals.
6. Advertising and calling for tenders when required, in accordance with Board policy.
7. Maintaining an accurate and up-to-date record of all equipment, apparatus, vehicles, machines, tools, furniture, fixtures, books, stationery or other materials whatsoever that are the property of or under the control of the Board of School Trustees.

IV.

1. Ensuring that all required data are obtained for the preparation of the Annual School District Budget, and that the same is completed in preliminary form and submitted to the Chief Executive Officer by November 15th in each year.
2. Ensuring that all expenditures made during the school year are in strict conformity with budgetary requirements and to advise the Chief Executive Officer for authority to make any deviation therefrom.
3. Ensuring that all wages and salaries are paid in strict accordance with schedules, scales and agreements currently in effect for each particular class of employee.
4. Purchasing all materials, equipment, services and supplies on behalf of the Board of School Trustees and ensuring that said purchases are made with a view to obtaining the best prices--quality and service being considered.

(IV) 5. Ensuring that all purchases of goods are supported by a properly completed purchase order and that a copy containing a firm price or close estimate of the cost of each item, is furnished to the accountant at the time of issue.

6. Ensuring that all purchased items are received in good condition and stored for distribution, or when goods are shipped directly to the schools or other Departments that the items are received in good condition and receipts for such delivery are kept on file at the School Board Office.

7. Ensuring that all new schools are equipped with the necessary furniture, equipment and school supplies in keeping with the funds available for the said purpose.

V.

1. Recommending to the Chief Executive Officer the employment of full or part-time employees necessary for the effective and economical operation of the Department of Business Administration. With the approval of the Chief Executive Officer he shall assign them their duties and they shall be responsible for their discharge to him.
2. Terminating the employment of casual, relief or substitute workers as thought in the best interest of the functioning of the business of the Board of School Trustees. Such termination to be in accordance with Provincial Regulations and all other Agreements.
3. Advising the Chief Executive Officer in writing, together with reasons and recommendations, whenever the standard of work, performance of work or conduct of regularly employed personnel in the Department of Business Administration is deemed unsatisfactory.

VI.

1. Renting school buildings when the same are not being used for school purposes.
2. Ensuring that bus routes are laid out in conformity with the policy of the Board of School Trustees and the requirements of the Department of Education.

VII.

1. Performing such other duties as the Board and its Chief Executive Officer may properly prescribe in relation to the corporate affairs of the School District.

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